KiD PiX

4
D E L U X E
F O R   S C H O O L S

Teacher's Guide

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What's New?

Kid Pix® Deluxe 4™ is a major update of one of the best-selling education and creativity programs. Version 4 was designed with extensive input from teachers and students to be the best personal productivity and creativity tool for every K–8 classroom.

With its user-friendly interface and its high-spirited approach to creativity, *Kid Pix* established a new level of excellence for educational software when it was first released in 1991. *Kid Pix* has always been a terrific painting program, introducing kids to fun tools like Stamps, Wacky Brushes, and other activities. Through our continued development of the program, and features like the **SlideShow**, the program has become a powerful multimedia tool that enables students to prepare animated reports, and expands their understanding of concepts from static images to storytelling sequences.

In this version, teachers can control which graphic libraries are active for a project. This is ideal for theme-based teaching or special needs students. Teachers can add instructions to to project templates, which students can listen to with the bilingual text-to-speech function.

Kid Pix Deluxe 4 keeps many of the great features from the previous version: Editable text, Rubber Stamps, Stickers, and Animations, expanded Sound library, import and export JPEG and GIF images, access to all fonts on your system, Text-to-Speech functionality, more graphics and Backgrounds, SlideShow controls, Sound Art, Print Comic Book Style.

Kid Pix Deluxe 4 also has many exciting new features.

Teacher Tools
Teachers can control which graphic libraries are active for a given project. With *Kid Pix Deluxe 4* it's easy to create custom templates, and add notes and instructions to projects. The enhanced Idea Machine templates are organized by curriculum area.

Interface improvements
The Menu bar is always visible providing instant access to all features. "Rollover" tool descriptions are an aid to learning, and support emergent and beginning readers.

Help Movies
Help movies minimize time spent teaching the program, speed classroom integration, and let kids advance at their own pace.

Improved Spanish Language Support
Spanish language mode includes Help, foreign language character support, and menus.

More Work Space
Kid Pix Version 4 has been redesigned to give you 17% more work space than Kid Pix version 3, and 31% more than Kid Pix Studio Deluxe.

Flexible Text Formatting
Font styles and sizes can be mixed in a single text box for productivity, and to build word processing skills. Font names appear in actual fonts to encourage productivity.

Enhanced Print Options
Print options now include select target printer, print mode preview, reverse print, print black and white, and multiple copies. This facilitates lab use and sharing of projects.

Export SlideShows to QuickTime
SlideShows can now be exported as QuickTime movies with all transition effects. This provides better support for compiling electronic portfolios.

Using This Teacher's Guide

This Teacher's Guide is designed to help you introduce the program to your students. It also provides a variety of adaptable lessons using **Kid Pix Deluxe 4**. These lessons span the curriculum and range from preschool through grade 8. Because **Kid Pix Deluxe 4** enables you to produce projects that can be both printed and presented electronically, you will find many ways to integrate this exciting program into your curriculum.

There are seven main sections in the **Kid Pix Deluxe 4** Teacher's Guide:

I. To the Teacher introduces the resources in the Teacher's Guide and explains how to use the program in a variety of settings.

II. Tutorials, available for a variety of skill levels and projects, are provided to help children learn to use program features independently, in a constructive and guided manner.

III. Myriad SlideShows showcase techniques used in multimedia development. Skills include designing "Myriad SlideShows" presentations and incorporating graphics, photos, QuickTime movies, written text, and sound.

V. User Tips are available for the teacher who is ready to add more tricks to his or her technology repertoire.

IV. Teacher Tips provides ideas for using **Kid Pix Deluxe 4** to create curricular materials and projects.

VI. Lessons Anthology is a collection of lesson plans, a sampling of the many ways **Kid Pix Deluxe 4** can be used across the curriculum and at a variety of grade levels.

VII. Resources lists books and Web sites to support your use of **Kid Pix Deluxe 4** in your classroom.

Introducing *Kid Pix Deluxe 4* in the Classroom

You will want to explore *Kid Pix Deluxe 4* yourself before introducing it to your class. You will discover that it is fun and easy to use. This is a great part of the satisfaction of using the program. Consult the User's Guide for more details on getting oriented.

It's easy to get started with *Kid Pix Deluxe 4*. Just follow these steps:

Step 1: Install *Kid Pix Deluxe 4* on the computer (or computers) your students will be using. See the User's Guide for instructions.

Step 2: Skim through this Teacher's Guide to get an overview of the available resources. Select activities that you think are appropriate for your curriculum and your students, keeping their abilities and interests in mind.

Step 3: Go through some of the hands-on tutorials, to become familiar with them before your students do.

Most students need time to experiment with the tools and options. The activities are enjoyable ways for your students to explore the tools and experiment with many different techniques.

Step 4: Introduce the program to the whole class at one time, if possible. An overhead projector and LCD panel or a large-screen monitor make such introductions easier for everyone to see. If this equipment is not available, elevate the monitor on a shelf that is higher than usual and

modify student seating so that everyone can get close enough to see.

Step 5: Demonstrate the program, using the most appropriate tutorial for your students. Then have your students complete the tutorial themselves, following the same steps. You can have the students print or save electronic versions of their tutorial projects so that you can assess their ability to use the program independently.

Step 6: Carry out the activities you have selected from the Lessons Anthology section of this guide.

Using the Program in Various Settings

You can use *Kid Pix Deluxe 4* in a variety of classroom and computer environments. The following suggestions for class organization, time management, and preparation of activities may help you plan computer use more effectively with your students.

The Classroom

You may have one or several computers with CD-ROM drives in your classroom. Some schools have computers on movable carts. If this is true in your school, you may be able to expand the number of computers in your classroom occasionally.

In deciding how to allocate computer time, consider the nature of the activity, whether two or more students are working cooperatively, and whether the assignment will be graded. Post a schedule of sessions by the computer, and have students sign in and out. Some teachers find that placing a timer or alarm clock near the computer helps facilitate access to the program.

7
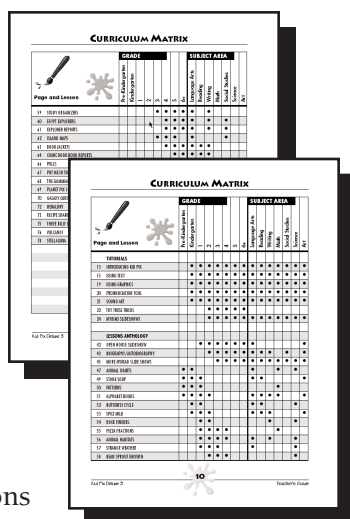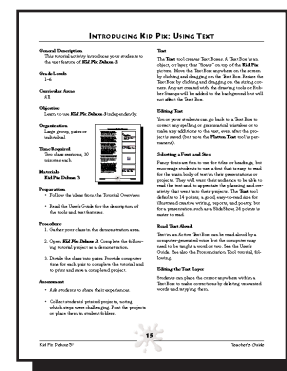
The Computer Lab

Labs are an advantage if you want your whole class to experience an activity simultaneously, such as a tutorial lesson. Students can compare experiences and exchange tips and successes easily in a lab. Teams are a good idea because they reduce per-pupil time required at each computer and encourage students to work cooperatively.

Adequate time in a lab setting can be difficult to achieve. Consider trading lab time with another teacher over a period of weeks or a month, so your students get the concentrated time they need to complete their projects.

If an aide or lab teacher will help with your class, discuss your plans for your students' projects before their scheduled computer time, and provide activity sheets or lesson plans for the session.

Since time is usually limited in a computer lab, it is a good idea to carry out the initial planning in the classroom.

- Designate and organize small groups.
- Discuss student goals or special instructions for the time in the lab.
- Establish a general schedule so that students can allocate their time.
- Hand out and discuss instructions on any activity sheets students will be using.

With this preliminary planning, students will be ready to use their time more efficiently in the lab. If possible, launch the program on the computers in the lab before the class comes in.

The Media Center or Library

Some media centers have many computers, like a lab. Others have only one or two computers with CD-ROM drives. If your students are using computers in a media center, adapt the preceding suggestions for the classroom or the lab, whichever fits best. Since other classes or students may be using the facilities at the same time, advance planning in the classroom is especially important.

Be sure to discuss the students' planned activities and the availability of other media resources with the librarian or media center coordinator before your students arrive.

Since you might send groups or individual students to the media center while you work with the rest of your class in the classroom, be sure your students clearly understand both their activity goals and the technical operation of the program.

Cooperative Learning

Cooperative learning is based on the idea that through interdependence and teamwork students will reach a common goal. Students can learn concepts through interaction and discussion, learn to work with others, experience less anxiety because strengths as well as shortcomings are shared, see themselves and their peers as resources and problem solvers, and sharpen their listening and social skills.

You will find many opportunities to use cooperative learning strategies with the activities in this Teacher's Guide, as well as in the program itself. Students can complete a project using **Kid Pix Deluxe 4** entirely as a cooperative effort: one student takes the role of artist; one of text editor; others as writers, sound engineers or researchers; still others do layout, design and production. Activities in the guide that lend themselves to cooperative groups include Myriad SlideShows, Alphabet or Number Books, Spilt Milk, Pizza Fractions, Animals Habitats, Strange Weather, Planet Pix SlideShow, Explorer Reports, Book Jackets, Polls, and Biography/Autobiography.

You can help your students succeed at cooperative activities by making sure everyone has a role in the group, and by going over ground rules such as taking turns, rotating leadership, fulfilling responsibilities to the group, and making positive rather than negative comments.

Internet Resources and Online Access

Internet coordination ideas are noted throughout this Teacher's Guide. Web site listings are also listed at the end of this guide.

We have made every attempt to select stable sites; however, the Internet is an ever-changing medium, and we cannot guarantee that these addresses will remain the same. If you are having trouble accessing a particular site, use an Internet search engine to relocate it.

Safe Usage

Using the Internet in the classroom can be a daunting experience, but with careful planning you can insure that students use this resource in purposeful and productive ways.

- Teach your students to be safe Internet users. "Staying Street Smart on the Web!" from Yahooligans! offers helpful information for you to share with your students. **http://www.yahooligans.com/docs/safety/**
- Read your school district's policy on student Internet usage, and follow any acceptable use policies or other established procedures. Visit Staying Street Smart on the Web! for help in drafting acceptable use guidelines.
- Have your students to visit websites and search engines with age appropriate content, such as http://directory.google.com/Top/Kids_and_Teens
- No matter how carefully you plan Internet lessons, students may inadvertently (or deliberately) access inappropriate material. It is wise to go over an acceptable use agreement with them. Be sure they understand the agreement and the consequences if they choose *not* to behave accordingly.
- Plan on adequate adult supervision. If possible, invite parent volunteers to help on your computer lab days.

CURRICULUM MATRIX

Page and Lesson		Pre-Kindergarten	Kindergarten	1	2	3	4	5	6+	Language Arts	Reading	Writing	Math	Social Studies	Science	Art
	TUTORIALS															
13	INTRODUCING KID PIX		●	●	●	●	●	●	●	●	●	●	●	●	●	●
15	USING TEXT		●	●	●	●	●	●	●	●	●	●	●	●	●	●
16	USING TEXT &GRAPHICS		●	●	●	●	●	●	●	●	●	●	●	●	●	●
20	PRONUNCIATION TOOL		●	●	●	●	●	●	●	●	●	●	●	●	●	●
21	SOUND ART		●	●	●	●	●	●	●	●	●	●	●	●	●	●
22	TRY THESE TRICKS				●	●	●	●	●							
24	MYRIAD SLIDESHOWS					●	●	●	●	●	●	●	●	●	●	●
	LESSONS ANTHOLOGY															
42	OPEN HOUSE SLIDESHOW			●	●	●	●	●	●	●						●
43	BIOGRAPHY/AUTOBIOGRAPHY				●	●	●	●	●	●	●	●		●		●
45	MORE MYRIAD SLIDESHOWS					●	●	●	●	●	●	●	●	●	●	●
47	ANIMAL CHARTS	●	●							●			●		●	
49	STONE SOUP	●	●	●						●	●					●
50	PATTERNS	●	●	●									●			
51	ALPHABET & NUMBER BOOKS	●	●	●	●					●	●	●	●			●
52	BUTTERFLY CYCLE		●	●						●	●				●	
53	SPILT MILK		●	●	●					●	●	●				●
55	ROCK FINDERS			●	●							●			●	
56	PIZZA FRACTIONS			●	●	●	●						●			
57	ANIMAL HABITATS					●	●			●		●			●	
58	STRANGE WEATHER			●	●	●				●					●	
59	BEAN SPROUT GROWTH				●	●	●								●	

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Curriculum Matrix

Page and Lesson	Pre-Kindergarten	Kindergarten	1	2	3	4	5	6+	Language Arts	Reading	Writing	Math	Social Studies	Science	Art
60 STUDY ORGANIZERS					●	●	●	●	●		●				
61 EGYPT EXPLORERS						●	●	●	●		●		●		
62 EXPLORER REPORTS						●	●	●	●		●		●		
63 ISLAND MAPS					●	●	●		●				●		
64 BOOK JACKETS						●	●	●	●	●	●				
65 COMIC BOOK BOOK REPORTS						●	●	●	●	●	●				
67 POLLS					●	●	●	●				●	●		
68 PUT ME IN THE ZOO	●	●							●						●
69 THE GAMMAGE CUP						●	●	●	●	●	●				●
70 PLANET PIX SLIDESHOW						●	●	●	●		●			●	
71 GALAXY QUEST					●	●	●	●						●	●
73 HERALDRY						●	●	●					●		●
74 RECIPE SHARING				●	●	●			●			●			
76 THREE BILLY GOATS GRUFF	●	●							●						●
77 VOLCANO!					●	●	●	●						●	●
79 STELLALUNA		●	●	●	●				●	●	●			●	●

This section provides a variety of tutorials to help you and your students use the various features of **Kid Pix Deluxe 4** quickly and easily. Select the tutorial that fits your students' needs and their particular goal or project. You may want to duplicate tutorials for use at the classroom computer(s) or in the lab.

Designed for beginners who have not used **Kid Pix** before, this tutorial is written to guide primary grade students through opening a Kid Pix project, using several tools, saving, and printing.

Kid Pix Deluxe 4 has improved the way users can enter and edit text. This tutorial introduces this important feature.

Students need time to explore the many tools and options in **Kid Pix Deluxe 4**. This section provides ways for you to guide and assess their exploration. The tutorial introduces the many new tools available, teaches students how to change size and placement of graphics, and suggests ideas that make use of the graphic choices.

Teaches the computer how to pronounce new words.

You can create images using sound tools, effectively "Painting with Sound."

Practice what you have learned by locating the tool or tools to complete each task.

Explore the vast opportunities for expression using a multi-media approach to projects, reports, or art showcases.
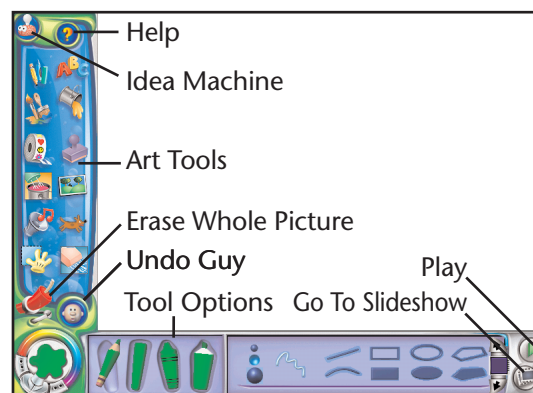
INTRODUCING KID PIX: OVERVIEW

General Description

Use this plan for the tutorial activity that follows, designed to introduce young students to key features of **Kid Pix Deluxe 4**.

Grade Levels

K–6

Curricular Areas

All

Objectives

- Learn to use **Kid Pix Deluxe 4** independently.
- Create, save and print a drawing or project, following step-by-step instructions.

Class Organization

Pairs or individual

Time Required

30 minutes

Materials

Kid Pix Deluxe 4

Preparation

1. Complete the entire tutorial yourself, noting any areas where students may need extra help.

2. Write the instructions for saving students' work clearly on the chalkboard so all students can see it.

3. Make copies of the tutorial for each pair of students.

4. Arrange to use **Kid Pix Deluxe 4** in the computer lab, or set up a schedule so that pairs of students have 30 minutes at a computer.

5. Establish a demonstration area in your classroom.

Procedure

1. Gather your class in the demonstration area. Explain to the students that you will be demonstrating parts of **Kid Pix Deluxe 4**. Make it clear that each pair or individual will have an opportunity to complete the same project that you are about to demonstrate.

2. Open **Kid Pix Deluxe 4**.

3. Complete the following tutorial project as a demonstration. Name each tool as you use it. Point out the tool location on the program screen.

4. Divide the class into pairs. Provide computer time for each pair to complete the tutorial and to print and save the completed project. Be available to answer questions as students work.

5. Be sure to help students save their work in the location you have designated.

Assessment

1. After everyone has completed the tutorial, gather as a class to share experiences.

2. Collect students' printed projects, noting steps that were challenging for particular students. Post projects or place them in student folders.

Extension

As your students become more proficient with the program, add additional tutorial activities.
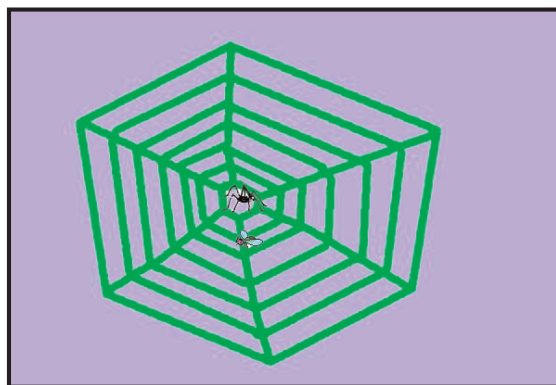
1. Open *Kid Pix Deluxe 4*. Choose a color from the color palette by clicking on the color splotch and then clicking on a color in the palette. Your pencil or paint will now use that color. You can re-select colors throughout.

2. Choose the **Pencil** tool on the bottom of the Kid Pix screen. Click on the freeform line to draw freehand. Draw a squiggle on the Kid Pix page. Click on the straight line to make straight, anchored lines. Click on the hollow rectangle to make a square or rectangle outline. Encourage students to make drawings using these shapes and lines.
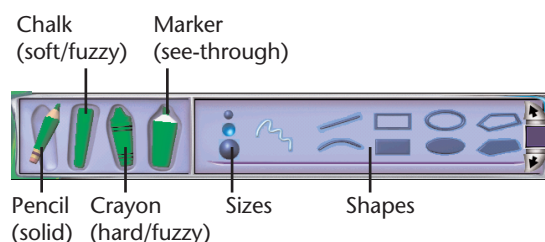
3. Select the **Paint** tool now from the toolbar on the left. It will use the same color you chose for the pencil. Change colors if you like. Select and click on the largest of the three balls to the left of the drawing patterns in order to choose the larger size painting effects. Select the tiny ball to make smaller effects. Click on the upper box (with the splotch in it) for realistic painting effects. Select the first paint effect in the tray for realistic brush strokes. Select the "paint tube" (fourth) button to make a brush stroke that looks like thick paint from the tube.
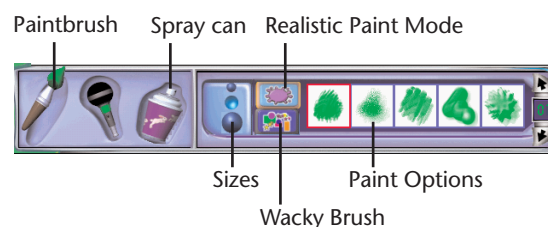
4. Choose the "Wacky Brush" (lower) button and paint again. Note the silly effects on your page. Experiment with Wacky Paint options.

5. To get rid of any mark you just made (one step back only) you can click on the **Undo Guy**. Your last effect will be removed and he will make a silly sound.

6. To erase all or part of your picture, click on the **Eraser** tool from the tool bar on the left. You will now have two choices: little eraser or big eraser. The little eraser allows you to erase specific areas using your mouse. The big eraser gets rid of the entire page. The Undo Guy can restore the picture if you click on him immediately after erasing something. You can also erase by clicking the large firecracker icon on the Kid Pix page. It will function like the large eraser. Click the Undo Guy immediately after to restore.
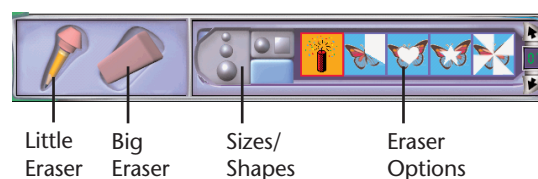
7. To save your project, select **Save** from the **File** menu.

8. To print your project, select **Print** from the **File** menu.

Chalk (soft/fuzzy) Marker (see-through)

Pencil (solid) Crayon (hard/fuzzy) Sizes Shapes

Paintbrush Spray can Realistic Paint Mode

Sizes Paint Options

Wacky Brush

Little Eraser Big Eraser Sizes/ Shapes Eraser Options

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General Description

This tutorial activity introduces your students to the text feature of *Kid Pix Deluxe 4*.

Grade Levels

1–6

Curricular Areas

All

Objective

Learn to use *Kid Pix Deluxe 4* independently.

Organization

Large group, pairs or individual

Time Required

Two class sessions, 30 minutes each

Materials

Kid Pix Deluxe 4
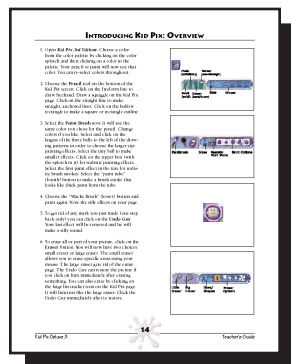
Preparation

- Follow the ideas from the Tutorial Overview.

- Read the User's Guide for the description of the tools and text features.

Procedure

1. Gather your class in the demonstration area.

2. Open **Kid Pix Deluxe 4**. Complete the following tutorial project as a demonstration.

3. Divide the class into pairs. Provide computer time for each pair to complete the tutorial and to print and save a completed project.

Assessment

- Ask students to share their experiences.

- Collect students' printed projects, noting which steps were challenging. Post the projects or place them in student folders.

Text

The **Text** tool creates Text Boxes. A Text Box is an object, or layer, that "floats" on top of the **Kid Pix** picture. Move the Text Box anywhere on the screen by clicking and dragging on the Text Box. Resize the Text Box by clicking and dragging on the sizing corners. Any art created with the drawing tools or Rubber Stamps will be added to the background but will not affect the Text Box.

Editing Text

You or your students can go back to a Text Box to correct any spelling or grammatical mistakes or to make any additions to the text, even after the project is saved (but note the **Flatten Text** tool is permanent).

Selecting a Font and Size

Fancy fonts are fun to use for titles or headings, but encourage students to use a font that is easy to read for the main body of text in their presentations or projects. They will want their audience to be able to read the text and to appreciate the planning and creativity that went into their projects. The **Text** tool defaults to 14 points, a good, easy-to-read size for illustrated creative writing, reports, and poetry, but for a presentation such as a SlideShow, 24 points is easier to read.

Read Text Aloud

Text in a selected Text Box can be read aloud by a computer-generated voice but the computer may need to be taught a word or two. See the User's Guide. See also the Pronunciation Tool tutorial, following.

Editing the Text Layer

Students can place the cursor anywhere within a Text Box to make corrections by deleting unwanted words and retyping them.

1. Open **Kid Pix** and choose your name from the list

2. Select the **Text** tool by clicking on the **"ABC"** icon.

3. Click on the screen. A text box is created.

4. Place the cursor on one of the corners of the Text Box. Click and drag the box to enlarge the size.

5. Type your name into the Text Box. Click and drag the cursor over all or part of your text to highlight it, then apply some of the following styling options.

6. Change the color of your name by clicking on the color splotch.

7. Select any font style on your computer, using the arrows on the font name display. You can also click and hold down on the font name to display other fonts.

8. Increase or decrease the size of your text with the arrows beside the font size display at the bottom of the screen.

9. Click and hold down on the font size display to choose any font size between 8 point and 100 point.

10. Make your name **bold**, *italic*, or <u>underlined</u> using the Style selections.

11. Click the **Lips** (Text to Speech) to hear the pronunciation. Also see the User's Guide if the pronunciation is incorrect.

12. Click and drag on the blue bar at the top of the text box to move it to the top of the picture.

13. Click below the Text Box. You will create a new Text Box.

14. Type a sentence describing something you like to do. Select a different color, size and font.

15. If you make a mistake in your typing, move the cursor to the point where you made the mistake and backspace to delete the incorrect letters. Then retype.

Formatting Options   Editing Options   Voice

Text to Speech (Lips)

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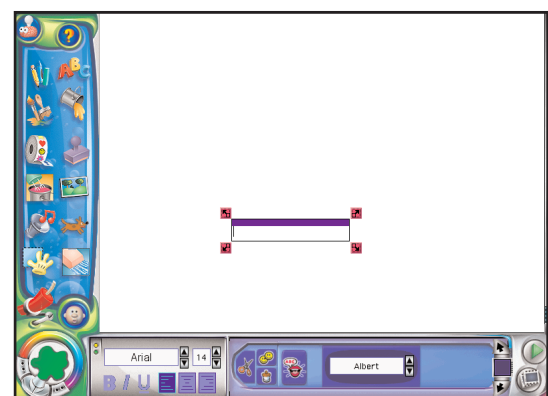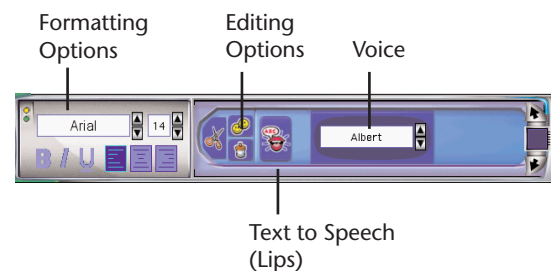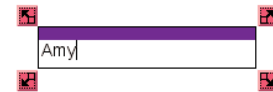
16. Now click on the **Fill Bucket**. Notice that the outlines around the Text Boxes disappear temporarily.

17. Select a color that is different from the color of your text. Click on the picture.

    Notice that the background is filled with the new color, but the text stays visible on top of the background.

18. Click the **Rubber Stamp** tool. Choose different stamps by clicking the up and down arrows.

19. Add it to your picture. Notice that the Stamp appears behind the text, leaving the text visible. Add some extra Stamps.

20. Click the **Text** tool. Click and drag a corner of the Text Box to change the shape and position of your sentence.

21. Go to the **Toolbox** menu and select **Flatten Text**...

22. A dialog box asks you what Text Box you want flattened: only the one you have selected, or all the Text Boxes on the picture.

23. Choose **Selected**. This means that only your current sentence will be painted to the background, because it is the "active" Text Box.

    NOTE: When you choose **Flatten Text to Background**, you will not be able to go back and edit or move the text that becomes painted to the background. You can still use the eraser, but you can no longer edit the text.

24. Next, click the **Mixer** tool and one of the butterfly options. Now click on the picture. Note: You can alter a part of your picture by selecting the **Mini-Mixer** tool and clicking it on part of the picture only.

25. Notice that your sentence and the Stamps or Stickers takes on the effect of the mixer, but the

unflattened text with your name does not.

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If you click on the **Text** tool again, you will still be able to edit or move your name, but not your sentence, as long as you have not flattened it.

26. Save your project by selecting **Save** from the **File** menu.

27. Print your project by selecting **Print** from the **File** menu.

Stickers, Animations, and Stamps

1. Choose the **Stickers** button. Below the Kid Pix page you will see a tray of stickers. You can roam through these stickers by choosing a "topic" and clicking the arrows up and down to view more stickers. You can also click and hold down on the library name.

    When you see one you like, click and hold to drag it to your page. When you release it, you will see it becomes much larger. Grab the center to move it, and the corners to size or flip it.

2. Choose the **Animations** button. Select an "animated sticker" and drag it onto your page. It will also become larger and need to be sized. You can "play" it by clicking the Play button on the corner. You can move one frame at a time by clicking the Frame-by-Frame button.

3. The "flatten" option for these objects works much as it does to "flatten" text. Once an animation is flattened it will no longer play.

Play
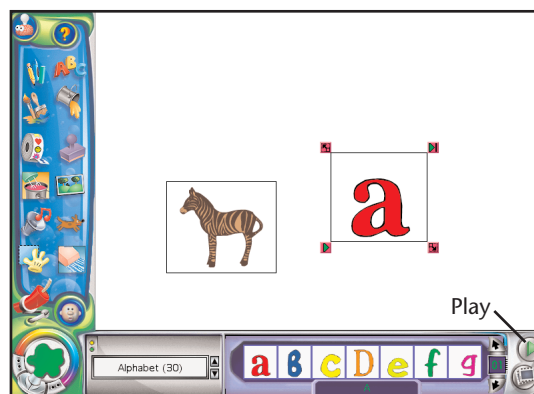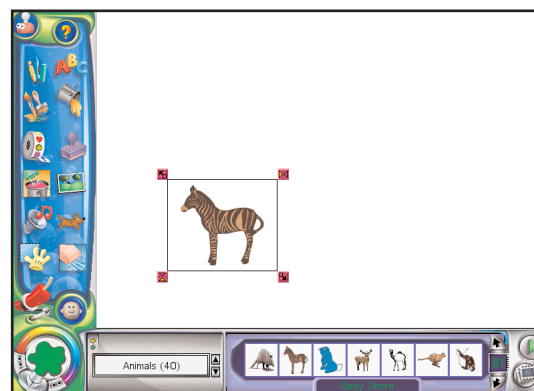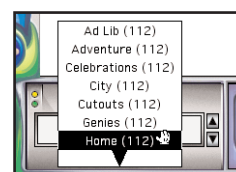
4. Choose the **Rubber Stamps** button again. Select a stamp. Click on your Kid Pix page. The stamp appears as you click. Stamps are not draggable. Undo or erase (using the small eraser) if you have too many or if one is in the wrong place. You can size the stamps by selecting one of the three sizing option buttons on the left, just as in draw or paint.

5. See the User's Guide to learn how to "edit" a stamp.

Backgrounds

1. **Backgrounds** provide a backdrop of imagery or writing ideas for your Kid Pix page. Click on the **Background** button and scroll through the ideas to make a color-in background or other background on your page. Backgrounds are not moveable, and text and stamps will appear on top of the background image you choose. You may also import a background. Please refer to the User's Guide to learn how to import. See also "User Tips" for this guide.

2. If you choose a coloring-book background, you can color in sections by using the **Fill Bucket** button to fill in larger, outlined areas. The Fill Bucket spills paint into sections of the drawing. You can change colors to fill in each section with a click of the mouse. Use the **Undo Guy** if a color goes in the wrong place. You can also color small parts of the drawing by using the **Draw Tool**. It is fun to add stamps and stickers in matching themes to the background you have chosen.

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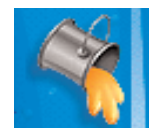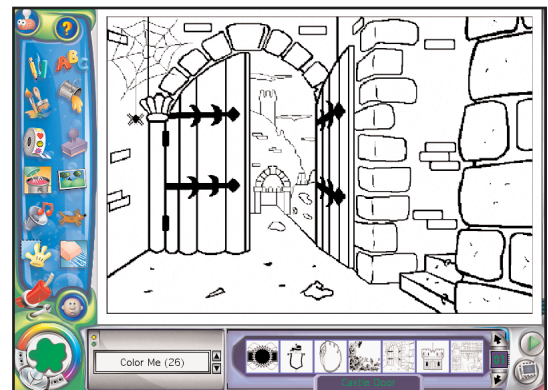
Select the Text (the "ABC") Button in Kid Pix Big Kids Mode.

1. Type a word into the box that can be moved around the page. Hit the "Lips" button to hear the pronunciation. Listen to different voices by clicking and holding down on the voice box. You can teach the tool how to say a new word correctly. For example, once programmed, it can teach sound differences in names or words in another language.

2. Correct if needed by selecting "Say it this Way" from the Toolbox menu. Type in the word the computer is not pronouncing correctly into the "Original Word" box. Type the phonetic spelling to simulate correct pronunciation into the "Pronounce As" box.

3. Try a few words first to get used to the computer's style. For example, try "oceanography" and then "ocean" to listen to the computer's distinctions between the words. Try "oashenography" to hear it again. When the computer has the correct punctuation, click "OK."

4. Try it again with "triceratops" in the original word box and "tryessarahtopps" in the "Pronounce As" box. Now try it with words from your region that may be pronounced differently in different parts of the country, or even in different countries. For example, "Schedule" in US is "skedjyool" but in the UK it is "shedyule." Have fun trying out phonetics.

5. Try also with "Shakespeare" and then "Shake-speer" in the "Pronounce As" box. Windows systems may differ from Macintosh systems on some words.
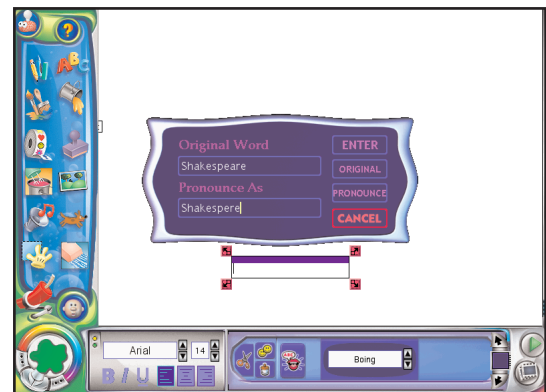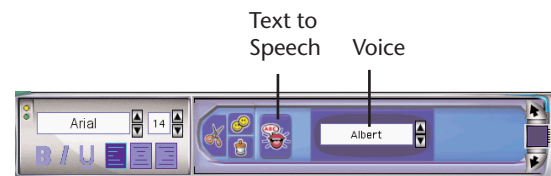
Kid Pix tool: Paint Tool, Sound Art option

1. The **Paint Tool** with the "Sound Art" option uses the mouse or voice for paint effects on the Kid Pix page. For example, using the mouse will "draw" sound effects, whereas using voice (with a microphone) will create "voice print" effects.

2. Select the **Paint Tool** and click on the microphone icon in the tray.

3. **Mouse Mode** - Select the "mouse" button in the tray to activate the "drag the sound" effect. Click and move the mouse while speaking into the microphone, to create different effects.

4. **Microphone Mode** - Select the "hands free" button (no mouse) in the tray to activate the "voice paint" effect. Speak into the microphone to see actions on the page. The sound effects will occur in the center of the page as a large, changing swatch of color and pattern (depending on which pattern was selected from the tray) and different sounds will cause different effects. The mouse will not have an impact on this effect. The sound painting will generally work on the middle of the page and will get more elaborate or more splotchy as both time and sounds go on.

5. Follow Up - Was the sound represented in the manner you had envisioned? Before drawing with Sound Tools, draw your "sound" by hand. Then open a new page and draw again using the Sound Art option. How are your visualizations different from (or similar to) the computer's? Once you get used to "painting with sound," try using a different sound or series of sounds on each page. For example, writing a poem and speaking one line on each new page using Paint with Sound, coupled with typing the accompanying text, would provide a good visual example of the sound of poetry. Use either letter stamps or type mode. Print out both hand-drawn and machine-drawn images.

Sound Art   Mouse Mode

Size   Paint Options

Sound Art

Microphone Mode
(Hands-Free)
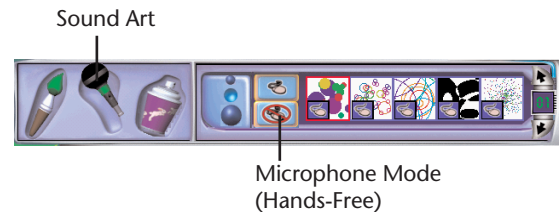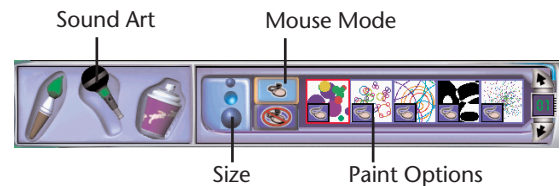
TRY THESE TRICKS

Name _____ Date _____

DISCOVER HOW TO …   (there may be more than one right answer! Have Fun!)

1. **Make a rectangle.**
    Tool   Option
    Special instructions

2. **Draw a straight line.**
    Tool   Option
    Special instructions

3. **Splatter balloons across the picture.**
    Tool   Option
    Special instructions

4. **Make a dot-to-dot picture.**
    Tool   Option
    Special instructions

5. **Find your favorite food.**
    Tool   Option
    Special instructions

6. **Make a brick wall appear.**
    Tool   Option
    Special instructions

7. **Paint a drippy line.**
    Tool   Option
    Special instructions

8. **Draw a solid green circle.**
    Tool   Option
    Special instructions

9. **Paint a scattering of stars.**
    Tool   Option
    Special instructions

10. **Make a multi-colored rectangle.**
    Tool   Option
    Special instructions

11. **Change the colors on a stamp.**
    Tool   Option
    Special instructions

12. **Draw a curved line.**
    Tool   Option
    Special instructions

13. **Draw a rectangle that you can see through.**
    Tool   Option
    Special instructions

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Name_____ Date_____

14. **Make a bunch of frogs appear.**
    Tool   Option
    Special instructions

15. **Fuzz or alter your picture so the edges aren't straight.**
    Tool   Option
    Special instructions

16. **Make a rainbow, then make the rainbow appear in even brighter colors.**
    Tool   Option
    Special instructions

17. **Draw some more balloons using a different tool.**
    Tool   Option
    Special instructions

18. **Use with paint that looks like it came from a tube of paint.**
    Tool   Option
    Special instructions

19. **Make part of your drawing all mixed up.**
    Tool   Option
    Special instructions

20. **Move something from one part of the picture to another.**
    Tool   Option
    Special instructions

21. **Copy a stamp or sticker and paste it somewhere else.**
    Tool   Option
    Special instructions

22. **Place a movie or graphic into a Kid Pix picture.**
    Tool   Option
    Special instructions

23. **Paint with Sound.**
    Tool   Option
    Special instructions

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General Description

Use this overview plan for the tutorial lessons that follow, introducing your students to **SlideShow** in *Kid Pix Deluxe 4*.

Grade Levels

Grades 3–8

Curricular Areas

All

Objective

Students learn to use *Kid Pix Deluxe 4* **SlideShow** independently.

Class Organization

Small group

Time Required

4 sessions

Materials

- Storyboard worksheet
- Script worksheet

Preparation

1. Complete the tutorial yourself, noting any areas where students may need extra help. Make copies of the tutorial for each group of students.
2. Arrange computer time to use *Kid Pix Deluxe 4*.
3. Go over the following expectations for each of the computer sessions with your students.

Session 1: Planning

1. Groups should decide on a topic for each SlideShow.
2. Groups should decide how to organize and illustrate their ideas.
3. Groups should decide who will write the script, who will plan illustrations, and who will run the computer during each session. Make sure they take turns, changing roles each time they use the computer.

Session 2: Starting and Saving

1. Groups should make a new folder for their SlideShow, saving their work into this folder or on to some type of removable media device such as a Zip drive.
2. Groups will use **Kid Pix** to create a title picture for their SlideShow.
3. Additional pictures should illustrate each main idea, referring to the plans made on the Script and Storyboard worksheets. Remind students to name (use a short description or a group project name), number, and save each picture in their folder.
4. Groups should plan what to do during their next computer session and make notes on these plans.

Session 3: Picture Your Story

1. Groups will trade roles, so someone new is responsible for each task during this session.
2. Groups should review their work from Session 2, making desired changes.
3. Students continue creating pictures until they have illustrated each point. Remind them to name, number, and **Save** each picture.
4. All pictures should be loaded, in order, into **SlideShow**.

Session 4: Adding Sound and Transitions

1. Groups will trade roles again, so someone new is at the keyboard/mouse.
2. Add sound and transitions by clicking on the the **Transitions** button, then clicking on the **Transition Effect** and **Audio Options** buttons for each slide.
3. Groups should run the SlideShow, making any needed changes and **Save** work carefully.
4. Provide time for students to show off their SlideShows.
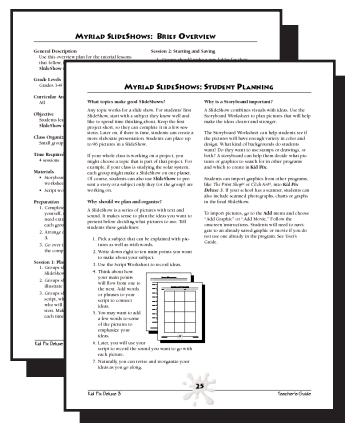
What topics make good SlideShows?

Any topic works for a slide show. For students' first SlideShow, start with a subject they know well and like to spend time thinking about. Keep the first project short, so they can complete it in a few sessions. Later on, if there is time, students can create a more elaborate presentation. Students can place up to 96 pictures in a SlideShow.

If your whole class is working on a project, you might choose a topic that is part of that project. For example, if your class is studying the solar system, each group might make a SlideShow on one planet. Of course, students can also use **SlideShow** to present a story or a subject only they (or the group) are working on.

Why should we plan and organize?

A SlideShow is a series of pictures with text and sound. It makes sense to plan the ideas you want to present before deciding what pictures to use. Give students these guidelines:

1. Pick a subject that can be explained with pictures as well as with words.
2. Write down eight to ten main points you want to make about your subject.
3. Use the Script Worksheet to record ideas.
4. Think about how your main points will flow from one to the next. Add words or phrases to your script to connect ideas.
5. You may want to add a few words to some of the pictures to emphasize your ideas.
6. Later, you will use your script to record the sound you want to go with each picture.
7. Naturally, you can revise and reorganize your ideas as you go along.
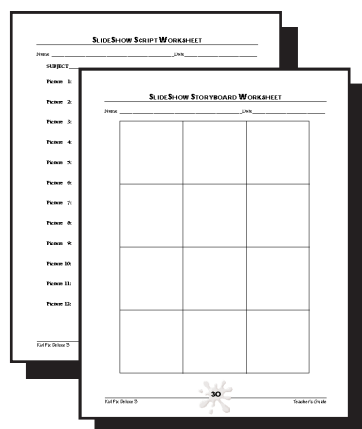
Why is a Storyboard important?

A SlideShow combines visuals with ideas. Use the Storyboard Worksheet to plan pictures that will help make the ideas clearer and stronger.

The Storyboard Worksheet can help students see if the pictures will have enough variety in color and design. What kind of backgrounds do students want? Do they want to use stamps or drawings, or both? A storyboard can help them decide what pictures or graphics to search for in other programs and which to create in **Kid Pix**.

Students can import graphics from other programs, like *The Print Shop*® or *Click Art*®, into **Kid Pix Deluxe 4**. If your school has a scanner, students can also include scanned photographs, charts or graphs in the final SlideShow.

To import pictures, go to the **Add** menu and choose "Add Graphic" or "Add Movie." Follow the onscreen instructions. Students will need to navigate to an already saved graphic or movie if not using one already in the program. See User's Guide.

MYRIAD SLIDESHOWS: PICTURE YOUR STORY

During this session, complete the sequence of individual pictures and begin loading the pictures into the group's SlideShow project. Students have a number of choices as they create additional pictures.

1. Import a picture from another program.

Use a picture that has been scanned, or a picture or graphic from another program:

a. Students may see a background or a photograph (if they have access to a scanner or the Internet) that will help them illustrate an idea in SlideShow.

b. **Save** this graphic into a special folder, following the procedure for the program from which the picture is being taken.

c. Now open **Kid Pix**. Under the **Add** menu select **Import a Background.**

d. Navigate to the folder where the graphic is saved. Select the graphic and click **Open**.

e. The image will now appear in the **Kid Pix** picture. Students can change the picture or add to it by using the **Kid Pix** tools.

f. Students must **Save** this picture when they are finished.

2. Include a movie in the group's SlideShow.

From the **Add** menu and select **"Add Movie."** There are some sample movies in the **Kid Pix** folder, in a sub folder called **QTmovies**. Save it to the Kid Pix page and it can be opened from SlideShow.

3. Create Several Pictures Using the Kid Pix Tools, including animations and sounds.

Save each picture when created. When students have finished creating all the pictures, they are ready to load them into SlideShow.

4. Switch to SlideShow.

Click the SlideShow button on the Kid Pix page.

5. Start a New SlideShow.

Click the New SlideShow button. If students have already started a SlideShow, they should open that file to continue working on it.

6. Click on blank picture #1.

Click on a blank picture in SlideShow; it will highlight. This highlight indicates that the picture from **Kid Pix** can be fixed in its place.

7. Click on the "Folder" icon beneath the highlighted slide.

a. The **Load Picture** dialog box will appear. Click on the file name of the picture needed for the first frame (Pinetrees1, for example).

b. The first picture will be loaded into slideshow.

c. **Save** after loading each slide by selecting **Save** from the **File** menu. In this way, if something goes wrong there is enough saved data not to have to start all over again.

8. Click on Slide #2.

Repeat step 7 until all pictures have been loaded into SlideShow. Remember to save as you go.

9. Save the group's creation.

Select **Save** from the **File** menu to save the slideshow. Give it a name that can be remembered easily.

10. Print

Students can also print slideshows as individual frames, a booklet, or as a comic book. Choose **Print** from the **File** menu.
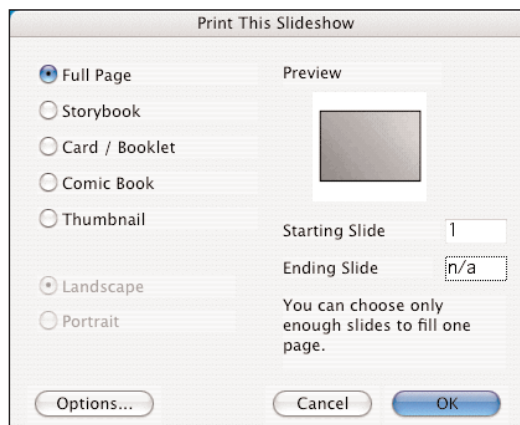
11. Review the SlideShow.

There are several buttons on the SlideShow screen.

- Use these buttons to review the group's work.

Push the Play button

- Double-click anywhere on the screen to exit back to the **SlideShow** screen.

- Do students want to reorganize, add to, or change any of the pictures? To make changes in a picture, go back to the Kid Pix project. Make the changes and save the picture again. Then return to **SlideShow** and reload the changed picture into its proper location.

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12. Access the Transitions Controls

Before changing any of the transition settings; sound, advance timing, or audio; you must click the **Slide Transitions** button to reveal the transition controls. Click this button again to continue building your SlideShow.

Audio Options

Advance Settings

Transition Effects and Sounds
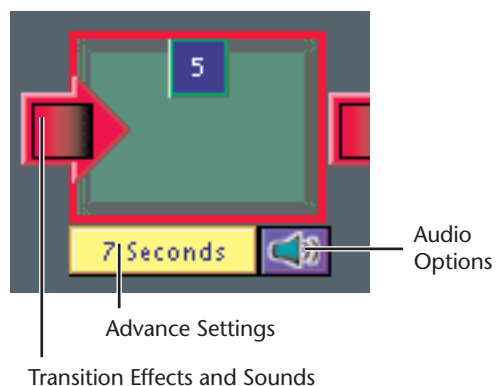
13. Add Transition Sounds and Effects.

- Click the **Slide Transitions** button to reveal the transition controls.

- Click one of the **Transition Effects** buttons to open the transitions settings for a slide.

- The **Transitions Effects** dialog box appears. Click on a **Sound**, and one of the transitions such as Fade.

Fade

No Sound
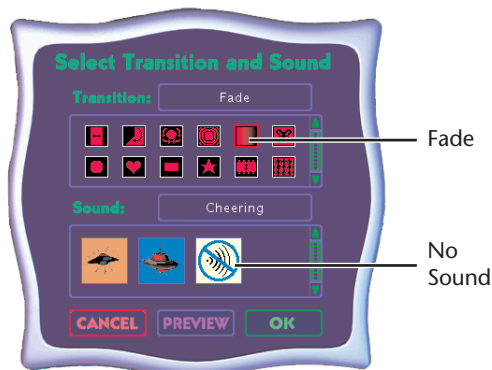
- Click **Preview** and then **OK** when satisfied with the effects.

14. Set Audio Options.

Audio options tell SlideShow whether to play sounds and/or text during each slide transition. To set audio options:

- Make sure that Text to Speech and Play Attached Sounds are on in the Controls menu.

- Click the Audio Options button for the slide you want to change.

- Choose **Play Sound** and/or **Play Text,** then click **OK** to continue.

15. Set Advance Settings

Advance Settings tell SlideShow when move to the next slide and other options. Slides will automatically advance after 7 seconds unless you change the advance options. To set slide advance options:

- Click on the Advance Settings button for the slide you want to change.

- Choose **Timer** and set the number of **Seconds** before advancing to the next slide, or choose **Mouse Click** to wait until you click the mouse.

- If you select **Key Down**, the next slide will advance when you press any key on your keyboard. **Read Text Done** will advance to the next slide after any text on the screen has been pronounced.
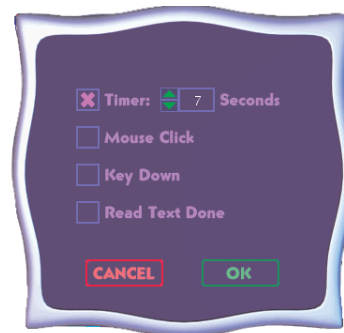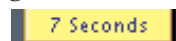
16. Save the SlideShow.

Select **Save** from the **File** menu.

17. Present the SlideShow.

Press the Play button. Students should run it through to be sure it works, then share it with others for more ideas and comments. SlideShows may also be exported as a QuickTime movie.

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SlideShow Script Worksheet

Name _____Date _____

SUBJECT _____

Picture 1:   _____

_____

Picture 2:   _____

_____

Picture 3:   _____

_____

Picture 4:   _____

_____

Picture 5:   _____

_____

Picture 6:   _____

_____

Picture 7:   _____

_____

Picture 8:   _____

_____

Picture 9:   _____

_____

Picture 10:   _____

_____

Picture 11:   _____

_____

Picture 12:   _____

_____

SlideShow Storyboard Worksheet

Name _____Date _____

Once you and your students have become comfortable using the many features and resources available within **Kid Pix Deluxe 4**, branch out and try using scanned images, digital photos, or QuickTime movies within your projects. These additions will enhance your presentations and empower your students when they present their project to an audience, such as their classmates, students from other classes, or parents. Using a peripheral device that will connect your computer to a TV or VCR, you and your students can present to large groups in an engaging and professional way.

This section will focus on the ability of **Kid Pix Deluxe 4** to import scanned photos, maps, or images that students want to include in a curricular project. You will learn how to capture images from other programs or from the Internet to use in classroom projects. You should also make sure you are staying within the legal limits of copyright law. (See the MLA Handbook, or visit **www.MLA.org** for help in citing Internet resources.)

Using Scanners with *Kid Pix Deluxe 4*

Scanner Basics

Scanners are peripherals, or outside extensions, for your computer. They come with software that allows your computer to access, or talk to, the scanner. A scanner operates very much like a photocopying machine. It makes a copy of a picture, drawing, photo or text, depending on the software included with your scanner. The difference between the scanner and the photocopying machine is that with a scanner, the copied image is in a digital format and can be put directly into your computer or onto a floppy disk. Depending on where you save your scanned image you can print this digital image, or you can make changes to it using a paint application like **Kid Pix Deluxe 4**, or add it to a word processing application that accepts graphics.

Follow the operating instructions for the scanner you are using. It is a good idea to show this process to one or two students and to have these students act as the "scanner experts." They can then be students

dent mentors who will act as aides for the other students learning the scanning process, freeing you to assist students with other needs. As more students need to use the scanner, either you or your "scanner experts" can teach them how to operate it.

Saving and Organizing Scanned Images

When scanning images, it is **very** important to save each image with a name that will immediately bring that image to your mind. If an image is given a very generic or non-specific name when it is being saved (i.e., picture 1), you might have to open many images, because the name does not help identify the content of the image.

It is a good idea to create a folder system to store your scanned images. Creating individual project folders with the same name as the students' projects makes it easy for students to find their scanned images. This is also a good way for students to collaborate and share what they have scanned. For example, if all or most of the students would like a scanned image of a particular photo, saving that image to the project folder makes it available to all the students who need to use it.

Importing Scanned Images

To import a scanned image into a **Kid Pix** picture, go to the **Add** menu and choose **Add Graphic** or **Import Background.** Open the folder that contains the image you want and click **OK**. Click on the name of the image and click **OK**. The image will appear on your picture. Click the **Preview** square in the dialog box to be sure you have the right graphic.

Follow the dialogue box directions for sizing a background. Size a graphic much like a sticker.

Citing Sources and Copyright Issues

As students begin to scan images, they will want to locate more resources for their reports. It is as they are learning to scan and are bringing these new reference materials and images into their projects that you need to discuss with your class the issues of copyright and the importance of citing references.

Students should always be asked to create a bibliography for each presentation or report. If they use any scanned images, they should also include a credits page. Again, you may wish to visit **www.MLA.org** for Web site referencing basics.

If the project is designed solely for classroom use, students may not need to be as concerned about copyright issues. If, however, student projects will be used outside of your learning environment, you should obtain permission from those holding the copyright on any material you use.

Lesson Ideas for Scanned Images

When I Grow Up-For a project entitled "When I Grow Up," younger students can take photos of themselves, using an available Polaroid™ camera. Have some older students scan the photos. The students can import their pictures into **Kid Pix** and erase all of the picture except for their heads. Next, they can draw their bodies dressed as they see themselves as adults and use the **Text** tool to write "When I grow up, I'm going to be a ..."

Reporting-Take photos of a field trip or a school activity. Include these images in a Parents' Night or Open House presentation, to show what kinds of activities you provide for your students.

Social Studies-Scan maps, documents, and historical pictures. Store the images in your folder of scanned images so they will be available for student reports.

Science-Scan photos or drawings of the planets, cells, diagrams, etc. Add notations or labels in **Kid Pix**. Then project or print the electronic versions of the diagrams for classroom use.

Current Events-Scan photos from newspapers or magazines for use in reports, projects, and class discussion. See "Myriad SlideShows" in the lessons.

Using Digital Cameras with *Kid Pix Deluxe 4*

Digital Camera Basics

Digital cameras come in many sizes and shapes. Some must be attached to the computer and others are portable, but they all perform basically the same function. As the name implies, when a digital camera takes a photo, it creates a digital image, rather than an image on film. Thus, the image can be downloaded directly into your computer's hard drive or onto a floppy disk.

Just like a scanned image, this digital photo can be printed or can be modified using a paint or "photo" application. Depending on the camera, the quality of the image may vary. However, students enjoy using the photos that they have taken with a digital camera, and often make allowances for lower resolution, or somewhat grainy, photos. Being able to see the results immediately upon downloading the photos is what makes digital photography worthwhile! Students also like the fact that they can make changes or enhance the photos with their art work in **Kid Pix**.

Saving and Organizing Digital Pictures

When you or your students take digital pictures, it is **very** important to save each image with a name that will immediately bring that photo to mind. Too often a photo is given a very generic name when it is saved. As with any vaguely labeled file, you might have to waste time opening and viewing each photo if the names are not specific and meaningful.

It is a good idea to create a photo folder system to store digital photos. Name each folder in a way that you and your students will know exactly which photos are stored inside: 6th Grade Field Trip, Jason Project, Open House, etc.

Importing Digital Images

To import a digital image into *Kid Pix Deluxe 4*, go to the **File** menu and choose **Import a Graphic... Open** the folder that contains the image you want to use. Click on the name of the image and click **OK**. The image will appear on your picture.

You can drag the image to the area where you want it placed. Resize it by clicking and dragging the corner tabs of the image.

You can leave the image in its original state, change it, or even erase parts of it using the *Kid Pix Deluxe 4* paint tools.

Lesson Ideas for Digital Images

Here are some ideas for times when your students might want to use digital photos:

Reporting-Ask the authors of reports or presentations to use a digital camera to create self portraits.

Language Arts-Have students take digital photos of their family members. Include these photos in autobiography projects.

Social Studies-Take your digital camera on a field trip and use it to take photos of traditional foods, cultural artifacts, varied costumes, or other important things seen on the outing. When you return to the classroom, include these photos in student projects.

Science-Take digital pictures of steps that students used while conducting an experiment and of the experiment's results. Load them into a **SlideShow** presentation for the next Science Fair, or use the **SlideShow** to introduce the unit next year.

School Events-Use a digital camera to help create a yearbook of school sports events, field trips, daily school or class activities.

Multimedia tools like *Kid Pix Deluxe 4* provide new opportunities for students to present ideas they have developed through reading, experiments, research, and other learning experiences. Traditionally, students have written or typed reports. They may

have drawn and photocopied pictures and maps to illustrate these reports. With the use of computers and multimedia programs, students can also present what they have learned electronically.

Multimedia presentations allow students with a variety of learning styles to select the ways to communicate that are the most meaningful for them through text, drawings, graphics, video, and sound.

A multimedia presentation can provide a visual supplement to a written report, or it can take the place of a written report. The **SlideShow** project in *Kid Pix Deluxe 4* is an excellent means of supplementing a student report with animated sequences, QuickTime movies, a variety of sounds, and music.

Because of the large number of assets available for creating a multimedia presentation, students can sometimes get sidetracked by the process of selecting material and waste valuable time at the computer. To help students use their computer time efficiently but still allow them to express their creativity, go over the planning steps for **SlideShows**, as previously discussed in "Myriad SlideShows."

It is especially important with a complicated multimedia project that students save all their work in their own folders. This procedure keeps all the necessary parts of the final presentation together.

Using Presentation Equipment

It is possible to purchase a peripheral device that will let you connect your computer to a TV or VCR, to a projector, or to an LCD panel. Like scanners and digital cameras, these devices come in many shapes, sizes and price ranges. Nevertheless, they are wonderful investments because they let you display what is on your computer monitor's screen. Just like an overhead projector, these peripherals let you demonstrate skills to an entire group; they also allow you to face the group so you can interact with them while you demonstrate the steps you want them to take.

Projection equipment also makes it possible for your students to present their projects to a large group. Students no longer have to crowd around a single computer to see other students' work.

Some of these devices allow you to use your VCR to record the students' **SlideShows** to video tape. You can make one inclusive tape of all their projects and have the video running during Parent Conferences or during your school's Open House.

QuickTime Movies

Video footage can make a presentation even more dynamic. *Kid Pix Deluxe 4* can import QuickTime movies and place them into **SlideShow** presentations. Movies can be imported from another application. They can also be created by your students, if you have video capture capabilities on your computer. Some digital cameras let you make your own QuickTime movies.

JPEG and GIF Files

There are many opportunities for students to find the images they need for their projects on the Internet. *Kid Pix Deluxe 4* can import and export JPEG and GIF files, the file formats widely used for photos or images on the Internet.

Downloading Pictures from the Internet

When using Windows, locate an image on the Internet that you want to use, place the cursor on the image. Right-click. You will see an option that reads: **Save Picture As...** At this point, re-name the image so you will remember what you have downloaded and select the folder to which you want it saved. Write down the URL and the company or source, so that you can cite the source for this image. Then click **Save**. The image will be downloaded to your computer.

When using Macintosh, locate the image on the Internet, use **Save As** under the File menu and save it to your hard drive or desktop.

Using JPEG and GIF Images in *Kid Pix Deluxe 4*

Use the **Add** menu, **Add a Graphic**, to import a JPEG or GIF image into a **Kid Pix** project. Be sure to select the appropriate file format in the **Add a Graphic** dialog box. You will need to have saved the graphic into a file from its original source. Then navigate to it to open it in Kid Pix.

Cross-Platform File Transfer

The ability to import and export JPEG and GIF files also means that you can easily transfer **Kid Pix** pictures from a Macintosh to a Windows computer. Just export the pictures as JPEG or GIF files, save them to a floppy disk, and open these JPEG or GIF images on a different computer platform.

Many commercial collections of graphics and clip art are available in JPEG or GIF formats. *Kid Pix Deluxe 4* can import these images.

Modifying Images

While **Kid Pix Deluxe 4** is simple enough for very young children to use, it is also a powerful graphics tool. You can use it to modify images (change size, eliminate backgrounds, select portions of a graphic for use elsewhere) that you have available from other programs or from the Internet.

If you only want to use part of a scanned image or digital photo, open the image in a **Kid Pix** picture. Use the **Grab Tool** to select the portion of the image you need. Then from the **Edit** menu, select **Copy**. From the **File** menu, select **New**. When the new picture area appears, select **Paste** from the **Edit** menu. The portion of the picture you had selected will appear, ready for you to edit further with the **Kid Pix** tools.

A Word About Memory

The more video, sounds, and animation you add to a presentation, the more disk space the presentation will require. While these features are effective, they make it harder to transport the finished project.

If hard disk space is limited, or if a presentation must fit onto a floppy disk or other type of storage media, consider imposing limits on the number of video clips, animations, and sound effects students can incorporate into their work.

If a SlideShow consists mainly of **Kid Pix** pictures and short sounds, you should be able to fit approximately 10–15 slides on a diskette. If your classroom presentations are larger, a zip drive or other type of removable media storage device is helpful. A CD-ROM drive capable of burning CD's is almost a necessity if your presentations are very large and/or incorporate QuickTime movies. If the computer with the finished presentation project does not have such device installed, and your classroom is on a network, you may be able to transfer the presentation to another computer that does.

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Enhancing Curriculum with Kid Pix Deluxe 4

Kid Pix Deluxe 4 can enhance teaching aids, making resources available to your students electronically and interactively. It can balance curriculum material you currently use.

Social Studies

You can import maps, charts and tables into the program and edit them. You can also update these materials easily with new statistics to tables or graphs or a change of industries and products for maps. Current events resources available on the Internet can be downloaded and imported as well.

This map of California comes from the **Idea Machine** folder**.** To open, click on the **Idea Machine** icon, then look in the sub-folder **Maps,** then **United States.** You can then use the **Stamps** tool to show the different industries in the state. (see the **Stamp Index** in the back of this Teachers Guide) This kind of visual aid can enhance both written and oral presentations.

Science

Science materials also benefit from custom-made visuals. You can scan a diagram that is available to you in a print resource, import the scanned image, and edit that diagram in **Kid Pix**, adding your own labels, circling important points, or highlighting vocabulary words to learn.

For example, you could take photographs of how to set up a science experiment, import the photos into **Kid Pix**, add text describing the photographed procedure, and create a SlideShow. Run the SlideShow when you introduce the experiment to your students, and then let students review the SlideShow if they run into questions as they set up their experiments.

Language Arts and Desktop Publishing

Your students can try their hands at electronic composition and page design in *Kid Pix Deluxe 4*, creating books, report covers, posters, or flyers.

Young writers can publish their own electronic storybooks. After they compose their stories, they can illustrate them in **Kid Pix** and record their voices reading text aloud, or use the **Speech** tool to have the computer read the story aloud.

Kid Pix is a powerful tool for modifying graphics. You can import any picture or clip art that can be read as a .PICT (Macintosh) or a .BMP (Windows), JPEG, or GIF file into **Kid Pix**. The drawing tools of **Kid Pix** can be used to modify these pictures. Students can change colors, erase parts, add parts, or combine two pictures into one. For example, they could place a picture of the Empire State Building into a San Francisco skyline.

Templates

A template—a pattern or layout that remains constant from picture to picture—is another valuable tool in the page design process. Save a template of a layout, and then change only the details within the layout from picture to picture.

Use **Kid Pix Deluxe 4** to create electronic templates. Templates provide a framework of lines, boxes and circles, allowing Head Start, Kindergarten and early primary grade students to demonstrate critical thinking skills and understanding of concepts, while minimizing their frustration caused by lack of fine motor skills. For older students, templates can be designed to focus on more complex patterns and concepts in logic, math, or writing.

1. Create the **Kid Pix** picture that will always serve as your starting point. This can be a colored background or a sample journal page, but remember, it never changes.
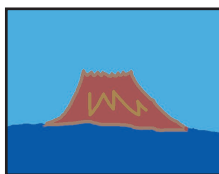
2. Save your template with a special name to identify it, such as "volcano template."

3. Make pictures using the template, but save them under a different name, such as "volcano still, volcano erupting."

Well-designed templates can be re-used by many students and adapted to varying units and subject areas. Here are some tips for designing your own templates.

1. Determine the concept for which you want students to demonstrate their understanding.

2. Design a framework or web of lines, boxes, and/or circles to provide a structure for students to interact with by placing stamps, drawing objects, or entering text.
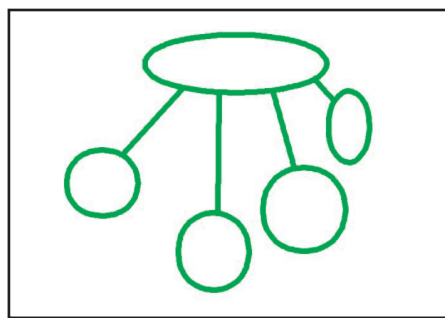
3. If appropriate, add text or an oral prompt to provide directions.

4. Save the template on a disk, on the hard drive, or on a network server, depending on your school facilities.

5. When appropriate, have students manipulate the content of the template to demonstrate their mastery.

6. Print or save their work for use in a portfolio or other evaluation process.

Templates can be designed to support any curricular unit of study. For example:

- Number concepts
- Initial consonant sounds
- Categorizing by color; living or non-living things; land, water or air transportation
- Concepts of in, on, above, below, beside
- Concepts of before and after
- Sequencing of beginning, middle and end
- Understanding of area and perimeter
- Fractions and ratios
- Attribute sorting

Instructional SlideShows

Possible instructional **SlideShows** you might find useful:

- Playground Safety
- Fire Drill Procedures
- Classroom Expectations
- Cafeteria Etiquette
- Writing Prompts

Learning Centers

Do you have learning centers set up in your classroom? Add your voice to a SlideShow to provide students with instructions for specific activities at the learning center. A SlideShow can describe the range of projects they need to complete, include scanned pictures of the worksheets and other materials that are available at the center, and explain how the materials should be used.

You will be able to update these SlideShows from year to year, as you add or change activities and resources, simply by adding or deleting specific parts of the SlideShow.

Bulletin Boards

Do you have favorite bulletin board displays based on various themes that you hang up in your classroom every year? Over time, these materials become tattered and faded. Consider scanning some of your thematic bulletin board materials and turning them into **SlideShows** that students can refer to when working on those units.

Mini Lessons

Do you find yourself teaching the same concepts over and over? Create **SlideShows** for lessons that students always need to know. In this way, the information will always be at hand, preparation time, will be reduced and students will be able to review the material any time they wish.

Are there particular explanations that take extra time for some of your students? Perhaps they need
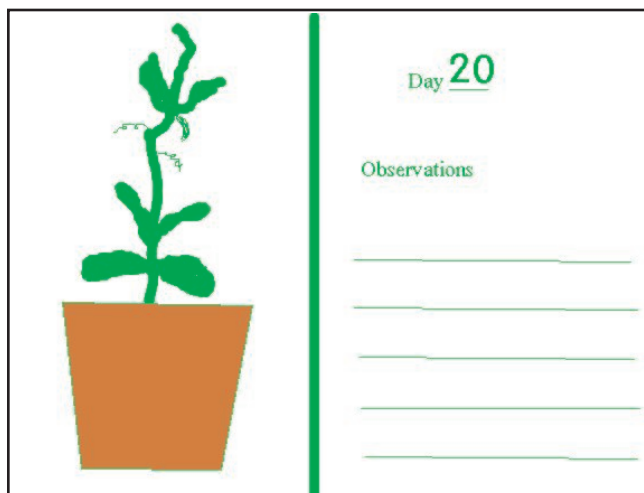
oral instructions rather than printed ones. Or they need to see a finished example in order to get started. Because you can add your voice to a *Kid Pix Deluxe 4* **SlideShow**, you may be able to explain a tricky concept in an effective SlideShow that is available even if you are busy working with other students.

- Using the Card Catalog
- The Water Cycle
- The Writing Process

Parents' Night and Open House

Communicating with parents about your curriculum and about their child's progress is an important part of a teacher's professional responsibility. *Kid Pix Deluxe 4* provides additional ways to enhance these communication opportunities. You may have a curricular area in which parents are especially interested (inventive spelling, manipulatives in math, writing conferences).

You can create a **SlideShow** that explains or provides examples of your approach in this area and play it on a large monitor in one section of the room to help communicate your curricular goals to many parents at one time.
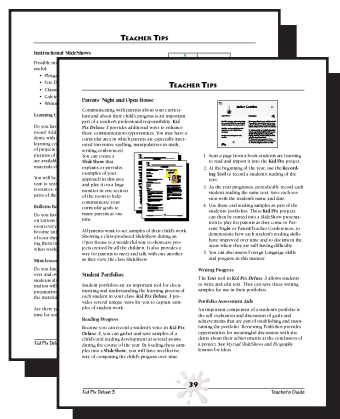
All parents want to see samples of their child's work. Showing a class-produced SlideShow during an Open House is a wonderful way to showcase projects created by all the students. It also provides a way for parents to meet and talk with one another as they view the class SlideShow.

Student Portfolios

Student portfolios are an important tool for documenting and understanding the learning process of each student in your class. *Kid Pix Deluxe 4* provides several unique ways for you to capture samples of student work.

Reading Progress

Because you can record a student's voice in *Kid Pix Deluxe 4*, you can gather and save samples of a child's oral reading development at several points during the course of the year. By loading these samples into a **SlideShow**, you will have an effective way of comparing the child's progress over time.
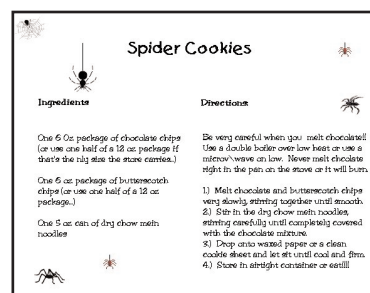
1. Scan a page from a book students are learning to read and import it into the **Kid Pix** project.
2. At the beginning of the year, use the **Sound Tool** to record a student's reading of the text.
3. As the year progresses, periodically record each student reading the same text. Save each session with the student's name and date.
4. Use these oral reading samples as part of the students' portfolios. These **Kid Pix** projects can then be turned into a SlideShow presentation to play for parents as they come to Parents' Night or Parent/Teacher Conferences, to demonstrate how each student's reading skills have improved over time and to document the areas where he or she is still having difficulty.
5. You can also assess foreign language skills and progress in this manner.

Writing Progress

The **Text** tool in *Kid Pix Deluxe 4* allows students to write and edit text. They can save these writing samples for use in their portfolios.

Portfolio Assessment Aids

An important component of a student's portfolio is the self evaluation and discussion of goals and achievements that are part of establishing and maintaining the portfolio. Reviewing portfolios provides opportunities for meaningful discussion with students about their achievements at the conclusion of a project. See *Myriad SlideShows* and *Biography* lessons for ideas.

Special Features of the Teacher Menu

To reveal the Teacher menu on the main menu bar, press **Control(CTRL)** and "**T**" if you are using a Macintosh (or **CTL** and "**T**" if you are using Windows). From this menu, teachers and parents may control several aspects of the program's operation. Press the above keys again to hide the Teacher menu.
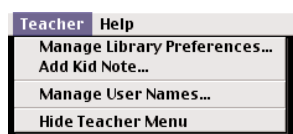
Manage Library Preferences

Use Manage Library Preferences to control which categories of graphics kids can use in their work. This is ideal for creating your own templates. To do this:

- Choose **Manage Library Preferences** from the **Teacher** menu.
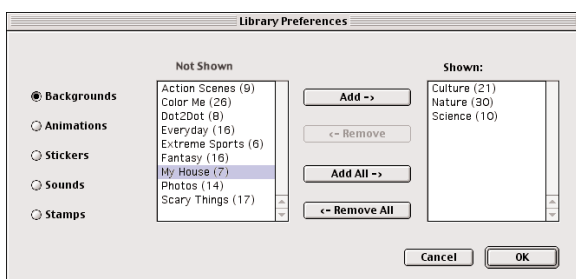
- Select the type of graphic you want to manage (Backgrounds, stamps, etc).

- Select the categories that appear for each type of graphic, then use the add and remove buttons to move them between the **Shown** or **Not Shown** list. Categories on the Shown list are available for kids to use.

- Click OK to continue.

These selections effect this file only. Direct students to use this file as a template.

Add Kid Note

Use **Add Kid Note** to leave notes to your student regarding their project. Refer to the User Guide for more information about using this feature.
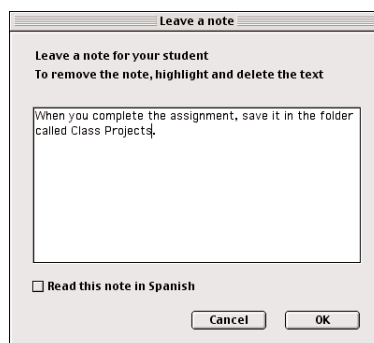
Publish to Idea Machine

To add a new template to the Idea Machine, select **Publish to Idea Machine** from the **File** menu. Refer to the User Guide for more information about using this feature.

The following lessons are a sampling of various ways to incorporate **Kid Pix Deluxe 4** into your classroom. The lessons are easy to adapt to a variety of classroom situations and grade levels.

Contents

OPEN HOUSE SLIDESHOW

General Description
Children create a class **SlideShow**, welcoming family members to the school Open House.

Grade Levels
Kindergarten–Grade 6

Curricular Areas
Language Arts, Art

Objective
Each student will create a picture to be incorporated into a class SlideShow.

Class Organization
Large group introduction, individual activity

Time Required
40–60 minutes

Materials
Photos for scanning, or digital camera if appropriate

Preparation
1. Students need experience drawing in **Kid Pix**.
2. Introduce the activity, explaining to students how you plan to use the pictures they will be creating.
3. Provide time for students to plan their picture, as well as any text, recorded voice, or sound they want to use, before they use the computer.

Procedure
1. Have each student create a picture for the welcome page. The picture should tell about the student and his or her family.
2. Students can include drawings, sounds, stickers, text, and scanned photographs.
3. Make sure each child saves the picture with his or her own name.
4. Place all student picture files into one SlideShow.

5. Create a SlideShow, inviting the students to add sound and transitions to their own pictures.
6. During the Open House, students may take turns going through the SlideShow, showing their families their appreciation for coming to the Open House.
7. This is also an opportunity for children to introduce their parents to the other students and for parents to meet other parents in the class.
8. Give all students a printed copy of the project, so they can present it to their parents. You can print it in a "four to a page" or "six to a page" booklet form if you need to save paper.

Closure
- Be sure all students have a page in the SlideShow.
- Parents will enjoy seeing all students' pages during the Open House, so allow students to take turns going through it.

Measurement/Follow-up
- Following Directions
- Completeness of task

Extensions
- What other "events" are good choices for sharing SlideShows about students?
- What details should the class add for an "End of Year" SlideShow?
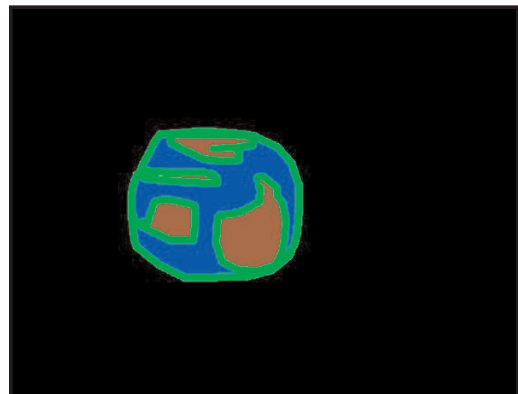
BIOGRAPHY/AUTOBIOGRAPHY

General Description
Students write about themselves or about a famous person and present it as a SlideShow.

Grade Levels
Grades 2-8

Curricular Areas
Language Arts, Reading, Writing, English, Art, Social Studies

Objectives
- Create a SlideShow to outline student's interests, heritage, or other topic.
- Share SlideShow with others as a verbal presentation
- Older students can import graphics to support longer SlideShows, younger students can use the included art and create their own pictures for a shorter SlideShow.
- Students learn to create sound effects and transitions.
- SlideShows can be printed "book style" and bound together for a class book.

Class Organization
Large group for introduction, then individual

Time Required
3 days

Materials
- Kid Pix
- Scratch paper or art paper
- Printer
- Internet access, if available

Procedure
1. Students brainstorm three hobbies, interests, or interesting things about their backgrounds. They should write these on paper to use as reference when they start to create their SlideShow.
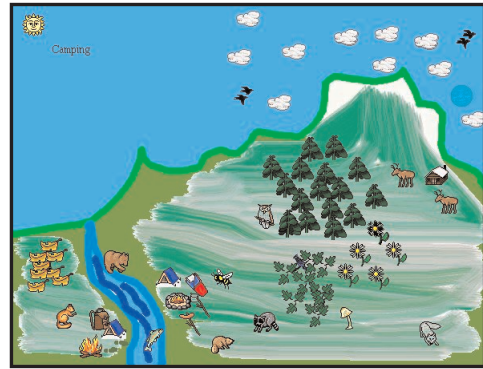
2. What images would be good here? They can draw freehand first, to get their ideas flowing. For example, if a hobby is music, then a graphic would include the instrument they play, some musical notes, and perhaps a favorite composer, like Beethoven is to Schroeder. Or if an interest is archeology, the images could include pyramids or Indiana Jones™.

3. Students should pick one of their three topics to include in the SlideShow. Choose the one they can make three drawings of. For example:
   a. Sara likes camping, is interested in tennis, and comes from Australia. She chooses camping as her topic. She draws mountains first. Her second drawing is of herself and her family in tents by a stream, and the third drawing shows them around a campfire. Text accompanies each drawing.
   b. Harry likes x-games, is interested in architecture, and is from New York. He chooses x-games as his topic. He may wish to draw three different x-game sports, or three images in sequence of one x-game sport, such as inline skating tricks. Text describes each image.

4. The "cover" page will include a title (the subject), the student's name, and the year in school. The closing page will include a closing statement, such as "that's why I like…" or "that's why I want to be a(n) _____."

5. Appropriate sound effects and transitions can be added to the SlideShow. Students can share their information with others, and later, make notes on how to change their show or add to it. They can also return to it in a few weeks' time to make changes as they get to know each other and gain proficiency on the computer.

6. Of course, in foreign language classes, the SlideShow can be done in the new language, as skills develop. They can re-visit the SlideShows to add new descriptive words or slides as proficiency develops.

Measurement/Follow-up
- Completion of project
- Details included either in text or as drawings/paintings/art/graphics
- Layout
- Use of time

Closure
- Share the SlideShows with the class or in small groups. Students can run their SlideShow and discuss the slides presentation-style in front of people…good practice for public speaking.
- Print out the slides in "book style" and create a class book.
- Discuss what else would make a good SlideShow.

Extensions
- Write about someone else's interests/background after you have interviewed him/her. For example, a grandparent, an aunt or uncle, or a neighbor.
- Write about a famous person. For example, Beethoven could include—
  1st slide: "About Beethoven" Title;
  2nd slide: When and where he was born;
  3rd slide: Where he lived and composed, whom he knew/worked with; date of death
  4th slide: Famous compositions and works;
  5th slide: "The most interesting thing about Beethoven is…"
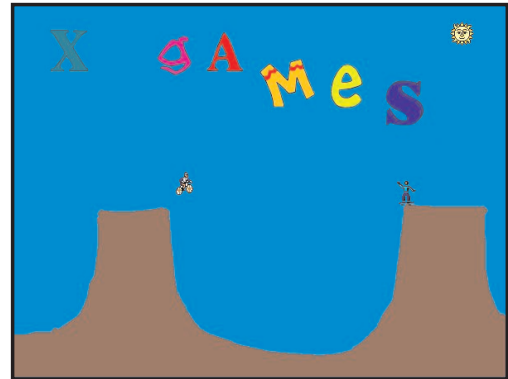
- Write a story in a foreign language about a fairy tale or a mythological person from that language. For example, Asterix® comics from France. Or any of a number of Cinderella variations that exist in different countries and languages. Or some of the characters in Japanese animation could be interesting topics.

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General Description
Practice creating SlideShows in a variety of curricular areas.

Grade Levels
Grades 3-8

Curricular Areas
All

Objectives
- To encourage students to think in terms of communicating ideas in a both a visual and graphic manner
- To create a multimedia SlideShow
- To create presentations that can be shared with others
- To encourage students to give oral presentations with SlideShow

Time/Class size
Approximately two weeks.

Materials
- Kid Pix
- Pictures of landmarks or other points of interest in the country(ies) being studied, for example, Eiffel Tower or Mt. Fuji...
- Scanner or digital camera. The Internet could also be a source of photographs.
- Internet access (optional)
- Printer

Procedure
1. Review the SlideShow preparation in the User's Guide. Set a minimum of five slides and a maximum of ten slides for this assignment to keep students more or less on the same level. Older students can probably handle the longer SlideShows, and younger ones should not feel afraid of the five slides, as set out below.

2. Set up the slide topics as follows: The five slide format lends itself to science reports, book reports, history reports etc., in that it can mirror the ideas of Introduction, Support/Discussion, and Conclusion. The slides should free those students who have a tendency to writer's block, while accomplishing good organizational skills. Slides are effective ways to show a few important facts or ideas per page, but not too many, as the screen gets confusing and the point is lost. Last, emphasize that transitions are important details to add, not only in writing, but also in slide presentations.
- 1st slide—Title Page
- 2nd slide—Content 1: Discuss the topic. It can be the most important thing about the topic, or a setting out of goals in a project /experiment.
- 3rd slide—Content 2: This slide can be about the next important thing, with transitions, or a discussion of steps taken in research/experiment.
- 4th slide—Content 3: The slide is the third most important thing, or a summation of what was learned/accomplished in the project.
- 5th slide—Conclusion: This shows conclusions drawn from the above project/experiment.

For example:

Title Page: Report on Bees
Slide 1:   Bee info: insects that live in hives
Slide 2:   Bee language/dance
Slide 3:   Honey Manufacturing
Conclusion: Bees are important because…

Title page: Sugar Crystals
Slide 1:   How fast do sugar crystals grow?
Slide 2:   How to make Sugar Crystals Grow
Slide 3:   Elapsed Time/Measurements
Conclusion: Summary of time and amount of sugar…(run several tests to see if weather has an impact!)

3. Allow students time to create topics. Have the class brainstorm ideas and write them on the board, then students can choose a topic from the list if they're stumped. Approve these before the students get going on their slides to be sure there is enough content to fill up 5 slides.

4. Students gather information and/or perform experiments. Students can take notes to help them write/create slides.

5. 5x8 notecards are a terrific way to organize! After the students have written an outline to discuss their topic, they can use it as a guide to make each slide on paper first. The notecards will act as dummy slides that can be manipulated easily. When it looks like what they want, move on to the computer to create it for real.

6. Internet access, digital cameras, and scanning can provide more images. Or, consider using a video recorder to create a movie that can be imported into Kid Pix.

7. Students create their pictures in Kid Pix, adding sounds, animations, etc. and then load them into SlideShow.

8. Create transitions in SlideShow, check sounds, and run through.

9. Write separate dialogue to accompany SlideShow if giving an oral presentation (and set transitions to manual), otherwise it's automatic, so check to see what defaults the computer selects.

Closure
Review procedure, discuss difficult areas in slide preparation, discuss what makes an effective presentation, get ideas for further SlideShows.

Measurement/Follow-up
- Layout, content, and effectiveness of presentation…some of this is subjective, so balance out the value of each…give each student feedback.
- Allow students to group in threes or fours to view each other's SlideShows and write feedback.
- A longer SlideShow can follow with more detail, now that the students have the hang of

it. Younger students may wish to give "how to" lessons on different topics, while older students may wish to do more research and experiments.

- This format works well for a quick book overview as well. For example, how can you condense all 700+ pages of Harry Potter™ into a few slides? It creates good opportunity to distill important aspects of a topic without getting lost in too extraneous information.

Extensions
- Students can email SlideShows to other students to share topical information.
- What other topics can be handled in a SlideShow? Include a few important points that need to be made and emphasized. Include a conclusion that needs to be emphasized.

- What topics are too big or complicated for a SlideShow? A detailed book report; a large science experiment with tons of data; a social studies report with lots of graphics, pictures, details etc., are too big for the space and content restrictions of a slideshow.

Animal Charts

General Description
Allows children to participate in a class activity by verbally contributing favorite animals to a chart. The chart will show pictures, stamps or stickers of animals taken from the Kid Pix libraries by the teacher. Older children can make their own charts in small groups.

Grade Levels
Pre-K–Kindergarten

Curricular Areas
Math, Language Arts, Science

Objectives
- Create sets of objects
- Practice simple counting
- Compare more and less
- Classify groups of objects
- Learn names of animals
- Read a simple chart/graph
- Match pictures to words

Class Organization
Large group

Time
30 minutes

Materials/Preparation
- Locate Stickers, Animations, and Stamps in the libraries so that you can show them to the students during the "choosing" portion of the lesson. Stamps are easiest for most young students. If desired, customize the libraries, so that only animals are available for student selection (See User Guide).
- Be ready to record the names of the animals using the record sounds option.
- Create a template in Kid Pix Paint Zone using the pencil to draw straight lines. One across near the top, and three down for four columns, four down for five columns.
- Overhead attachment for the computer, if available, or group children around computer as best as possible.
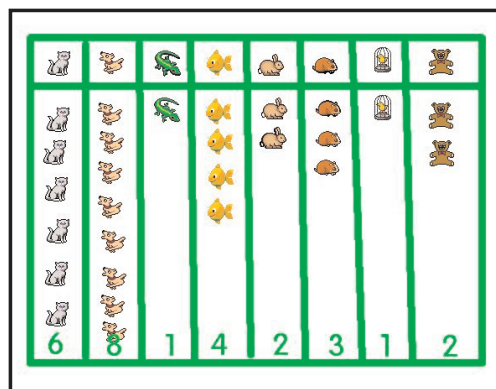
Procedure
1. Brainstorm with children about favorite animals. They can be pets or zoo animals, for ease of the lesson. Fantasy or made-up animals could be saved for a future lesson.
2. Note the suggestions on a chalkboard, whiteboard, or butcher paper so all students can view the ideas as they are discussed. Take the top four or five suggestions.
3. Go into Kid Pix and find the animals selected. Stamp, stick or paste the animals across the top to create a "category" line. Again, Stamps are easiest for younger students.
4. Have students hold up hands for favorite animals. Stamp or stick the animals down the matching column to equal number of hands counted. For example, five children vote for kangaroos, so make five stamps in the column. Seven children also like giraffes, so there are seven stamps in that column.
5. When the animals are stamped in, the children can see which column has more and which has fewer.
6. Choose sounds or record the name of each animal so that when the column is selected, the voice speaks the name of the animal aloud.
7. Older children who can recognize numbers may be able to state how many of each animal are in each column. Stamp or type the number at the bottom, if appropriate.

Closure
- Print and post the chart(s).
- Discuss what was learned (which animals had more and which had fewer stamps on the chart) and have children suggest other categories to make a chart/graph of later on, such as holidays or summer time favorites.

Measurement/Follow-up
- Children who can manipulate in Kid Pix on their own can be grouped into twos or threes, using your template and choosing favorites in other categories. They can stamp or stick the group's/pair's selections in by themselves. Print these to share with the class or post on a bulletin board. For example, favorite dinosaurs, favorite plants, favorite birds.
- Measure by how accurately students complete their chart. Are the columns filled in with enough of each item to show that the groups discussed and decided on the images?

Extensions
See follow-up ideas above.

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STONE SOUP

General Description
Provide an opportunity for children to respond to a favorite story.

Grade Levels
Pre K–Grade 1

Curricular Areas
Reading, Language Arts, Art

Objectives
- Counting
- Classifying foods
- Listening
- Learning
- Drawing/Painting

Class Organization
30 minutes

Materials/Preparation
- Any copy of *Stone Soup* or *Nail Soup*, generally available in folklore collections, or a copy of *Stone Soup* by Tony Ross.
- Kid Pix Paint Zone.
- Kid Pix stamp or stickers customized to show only libraries of foods.
- Create a drawing or painting of a soup pot in Kid Pix Paint Zone. Type or stamp the title "Stone Soup" across the top. Save this as a template for use during the lesson.
- Use a chalkboard, whiteboard, overhead projector or butcher paper to allow all children to see names of foods as they are suggested.

Procedure
1. Read *Stone Soup* aloud to class. Discuss how a stone can turn into very nice soup if everybody helps.
2. Use a computer projector if available, so all students can view the soup being made. Otherwise, group the children around the computer as best you can.
3. Using the template, ask children to suggest foods to go into the soup pot. Make a list of the foods as they are suggested. Choose the
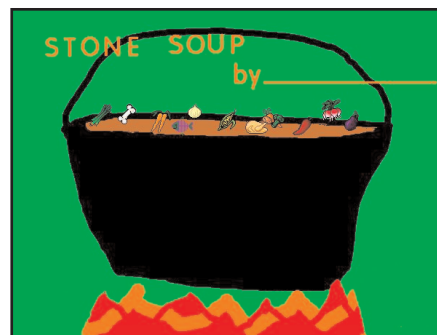
top several foods. Locate the foods in the stamp or sticker library in Kid Pix. Stamp/stick the foods into the soup pot. Stamp/type the name of the foods under the corresponding images.

4. Print the class-suggested soup pot and post it on the class bulletin board.

Measurement/Follow-up
- Can the children recall and state the names of the foods in the story? Can they recall and state the names of the foods in the class-created soup pot?
- For students using Kid Pix on their own, check for dexterity on the computer and understanding of the assignment.

Closure
Recall the story and the order of the foods added to the pot. Discuss again how teamwork makes good soup.

Extensions
- Break the children up into singles or pairs. Have the children create their own soup pots in Kid Pix Paint Zone (easiest for young ones to draw with the thick pencil tool or paintbrush), and stamp in their own foods. If they cannot locate a stamp, encourage them to draw it in using Paint Zone tools. Add the names of vegetables.
- They can also draw a soup pot using real paper and crayons or markers, pasting in cutouts of foods or drawing the foods.
- Older children can bring in recipes from home of family favorite soups, and the images and recipes can combine for a class cookbook.

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Patterns

General Description
Children use *Kid Pix Deluxe 4* templates to identify and complete patterns.

Grade Levels
Pre K–Grade 1

Curricular Area
Math

Objectives
- Identify patterns.
- Complete pattern sequences.
- Develop skill using the **Rubber Stamp, Stickers,** or **Animation** tools.

Class Organization
Large group introduction, individual activity

Time Required
15–30 minutes

Materials
- Kid Pix art tools
- The Math Forum **http://forum.swarthmore.edu**

Preparation
- Create a template using the straight line option in the pencil tool. Be sure to save a backup copy of templates you create.
- Depending on the abilities of the children, make very simple ABAB patterns or more complicated ABCABC or ABBABB patterns.
- For the youngest children, limit the patterns you create to stamp choices from a single stamp set, or even a single stamp tray.

Procedure
1. Gather the class and open the template you have prepared for the children.

Please complete the Patterns

Make your own Pattern
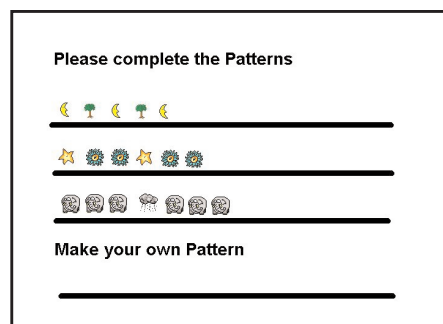
2. Explain that each line is a pattern of repeating objects. They need to "read" the pattern and figure out what comes next.
3. Point out that there is a space in each line for them to complete the pattern. When they solve the problem of "what comes next," they need to locate the Rubber Stamps they need to complete the pattern.
4. Invite volunteers to come to the computer and help you complete the pattern.
5. Point out the space on the bottom of the sheet for children to create their very own patterns.

Closure
- Discuss what was easy and what was difficult about the activity.
- Discuss what "real life" patterns they may see, such as counting money.

Measurement/Follow-up
- Completion of patterns
- Creation of patterns

Extensions
- Have students work in pairs. Each child creates three patterns. Students then trade patterns, trying to complete each one.
- Use *Tabletop, Jr.* or *James Discovers Math* software programs for early learning that emphasize patterns and shapes.

ALPHABET OR NUMBER BOOKS

General Description
This activity provides an opportunity for children to learn numbers and letters by creating their own learning picture books.

Grade Levels
Pre-K–Grade 2

Curricular Areas
Language Arts, Math, Writing, Reading, Art

Objectives
- Create a pleasing design template.
- Work cooperatively to produce a unified project.

Class Organization
Small group

Time Required
2–4 sessions

Materials
- Collection of alphabet or number books
- The Children's Literature Web Guide **http://www.ucalgary.ca/~dkbrown**

Preparation
- Collect and display a variety of alphabet and number books for your class to study. Discuss how the illustrators have handled the task of teaching numbers and letters.
- Divide the class into groups. Each group will produce either an alphabet or a number book. If there is time, they can produce both.
- Put slips of paper in a hat—the groups will draw to determine what to start on.

Procedure
1. As a whole class, look at the collection of alphabet and number books you have assembled. Point out the ways the illustrators have used color, page layout, and other design features to create a coherent theme.
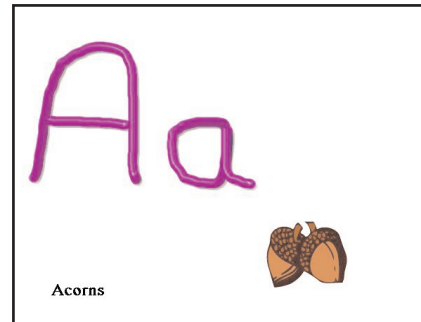
2. Assign time for groups to meet and decide on a general theme for their book. The theme could relate to a subject area the class is studying, such as an ocean alphabet book or a number book featuring kinds of houses. Encourage groups to think about the design and layout of the book pages they are about to create.
3. Have each group divide up the work, with each member responsible for designing and creating a number of pages.
4. Students can use any of the **Kid Pix** tools and Stamps, Stickers, and Animations to create their pictures.
5. Print the pages and gather them in a book.
6. If you complete this project with older students, arrange an opportunity for them to share their books with younger students.

Closure
Discuss students' favorite picture books for learning. What makes these books work?

Measurement/Follow-up
Completeness and comprehension of task.

Extensions
Create an electronic version of a favorite story using Stickers, Stamps, Animations, and Text tools.

BUTTERFLY CYCLE

General Description
The study of life cycles is well-illustrated by Eric Carle in his book *The Very Hungry Caterpillar*. Students use **Kid Pix** and **SlideShow** to create a life cycle presentation. Younger students can illustrate one Kid Pix picture to include all three moments in the cycle.

Grade Level
Kindergarten +

Curricular Areas
Science, Language Arts, Reading

Objectives
• Understand the sequence of a life cycle.
• Create a SlideShow that demonstrates this understanding.
• Younger students may wish to combine all three stages in one picture.

Class Organization
Whole group introduction, individual activity

Time Required
2-3 classes for reading and creating individual pictures, 1 class period for creating SlideShows.

Materials
• *The Very Hungry Caterpillar*, by Eric Carle
• The official Eric Carle Web Site
  www.eric-carle.com

Preparation
• Use this activity after students have had practice with the Kid Pix tools.
• Locate *The Very Hungry Caterpillar* for the large group introduction and individual use.
• Prepare a 3-screen SlideShow to model the life-cycle, so students will have an idea of the creativity and the structure of a SlideShow.

Procedure
1. Read *The Very Hungry Caterpillar* to the whole class. Discuss the illustrations, asking students what Kid Pix tools they might use to create similar illustrations.
2. Demonstrate tool use in Kid Pix.
3. Ask students to create the caterpillar. Remind students to **Save** their projects.
4. Begin a new project to create the cocoon and its environment. Ask students to create a cocoon and **Save**.
5. Now focus on the butterfly as it emerges from the cocoon. Begin a new project to draw a butterfly. Use the **Paint Bucket** and the **Paint Brush** to color parts of the butterfly's wings. Have students create their butterflies and **Save** them.
6. Show your previously-created SlideShow to the whole group. Demonstrate use of the **Audio Options** and **Transition Effects** buttons.
7. Help students assemble SlideShows, putting their three pictures into the sequence.
8. Have students name and save their SlideShows.
9. Again, very young students can show all three stages on one Kid Pix picture, using Small Kids Mode to stamp in words.
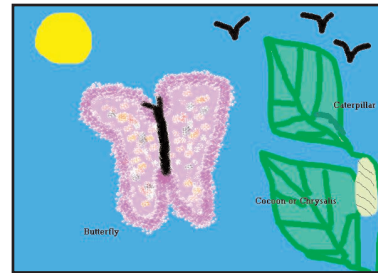
Closure
• Discuss pictures; brainstorm other ways to portray the butterfly cycle.
• What are some other cycles?

Measurement/Follow-up
Accuracy and understanding of cycles.

Extensions
Create SlideShows on weather and other cycles, such as a robin hatching eggs in a nest.

SPILT MILK

General Description
Students create a class book, modeled on the story *It Looked Like Spilt Milk,* by Charles Shaw.

Grade Levels
Kindergarten–Grade 2

Curricular Areas
Writing, Language Arts, Reading, Art

Objectives
- Each student will create one page of the class book.
- Students can modify a template to create a drawing that is unique.
- Students can create an entirely new drawing.

Class Organization
Whole class introduction, individual activity

Time Required
30-45 minutes

Materials
- *It Looked Like Spilt Milk*, by Charles Shaw
- Projection device or large screen monitor

Preparation
- Divide class into partners or pairs and establish computer time for each pair.
- Create your own template of a blue or black background using the **Fill Bucket** tool.

Procedure
1. Read Shaw's book to the whole class.
2. Take the class outdoors, to the windows, or project a slide or scanned image of clouds. Have the class observe the clouds and talk with their partners about what things they "see" in the clouds, or discuss what they have seen, if it is not cloudy.
3. Divide class to work in pairs.
4. Each pair will complete the following steps:
   a. Open the prepared template.
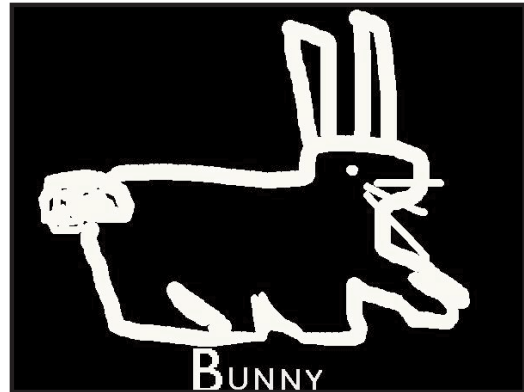
b. Use the **Draw**, **Paint**, or the **Eraser** tool. Draw one thing they "see" in the sky. (At first, they should draw using white with a blue or black background for "sky" effects.)
   c. Next, using the **Text** tool and white text, create a text box at the bottom of the page. Type in what they "see" in the sky.
   d. Create another text box, or use letter stamps in small kids mode for the student's name.
   e. Save the picture in one partner's folder with a name you can remember; students trade places now.
5. For a printed book, print all the finished pictures, including the beginning and ending pages you prepared. Bind them together. Have students take turns reading the class book.
6. For SlideShow, have students record the name of what they saw in their picture before they save it. (See User's Guide.) Then save all the pictures into one folder and open the SlideShow project. Load each picture, including the beginning and ending pages you prepared, and add transitions. Show to class.

Closure
How many different shapes can you see in the sky?

Measurement/Follow-up
- Following directions/Completeness of task
- What other artistic ways can you create cloud images? Crayons, paints, paper?

Extensions

- Where else can you see patterns? Perhaps in mountain ranges, cityscapes, or paintings.

- *Harold and the Purple Crayon* books are fun ways to utilize basic drawing techniques in Kid Pix. Show the students how to draw with the purple, medium pencil tool. What can they draw?
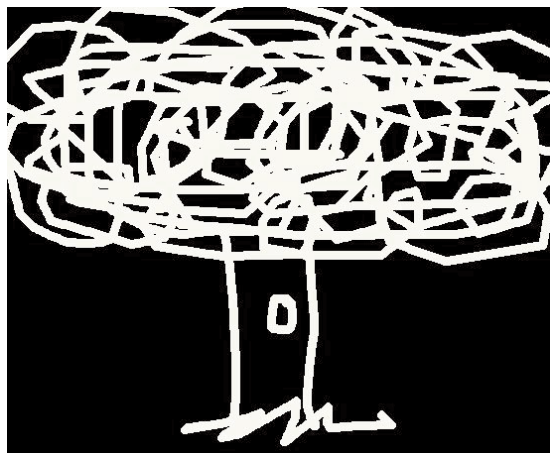
Rock Finders

General Description
This is an activity to teach an earth science unit in which students learn to describe or classify rocks, utilizing a variety of **Kid Pix** tools.

Grade Level
Grades 1–2

Curricular Areas
Science, Writing

Objectives
- Learn to use the **Draw**, **Fill Bucket, Eraser, Text,** and **Undo Guy** tools.
- Modify a template to record a unique observation.

Class Organization
Large group introduction, individual activity

Time Required
2–3 class sessions

Materials
- Rocks
- Projection device for computer if possible

Preparation
1. As part of an early-grade science unit, each child chooses a rock to describe.
2. Create a Kid Pix template for the rock description. Because younger students may have a hard time transferring what they see on paper to the screen, it may be easier if lists of descriptive words are already on the template. If desired, you can customize what libraries are shown to students. (See User Guide)
3. You can also brainstorm ideas for descriptive words on the chalkboard or on an overhead projector so that the students can refer to the list while creating their rock charts.
4. Provide time for students to create paper, pencil and crayon descriptions of their rocks and become familiar with appropriate vocabulary.
5. Students bring their written projects with them to the computer or lab.
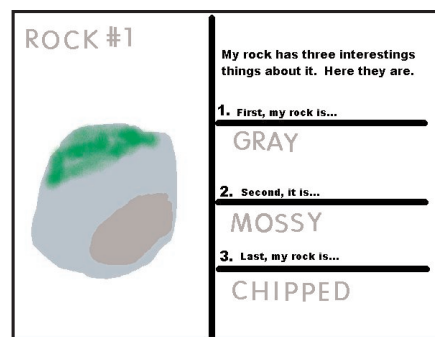
Procedure
1. Model the techniques for drawing with the **Draw** and **Paint** tools, and practice typing names using the **Text** tool.
2. You may also use Small Kids Mode to stamp in words during this demonstration; provide instructions and review the tools.
3. Depending on the abilities of the students, you might want to break down the lesson:

   a. Inserting disks, using file names, saving.

   b. Drawing the rock using the **Draw** tool.

   c. Typing descriptive words.
4. Following the demonstration, each student opens the template, saves it under a unique name in his/her own folder, and creates his or her description and drawing.
5. Once completed, all the pictures can be put into **SlideShow**.

Closure
- Discuss similarities and differences between rocks.
- Discuss why it is important to write accurate descriptions of things.

Measurement/Follow-up
- Details of rocks
- Understanding of assignment
- Written details

Extensions
Other science projects for classification and description such as birds, reptiles, and plants could be good lessons for follow-up.

PIZZA FRACTIONS

General Description
Students review fractions by creating an electronic pizza.

Grade Levels
Grades 1–4

Curricular Area
Math

Objectives
- Review fractions
- Work cooperatively

Class Organization
Pairs or threes

Time Required
45 minutes

Materials
3x5 or 6x8 index cards (several for each pair or group)

Preparation
- Coordinate this activity with a study of fractions in your math curriculum.
- Create a class set of cards with different numbers on them. Children will use these numbers as their prompts to show fractional parts (i.e., the number 4 indicates children should divide their pizza into fourths). Older grades can use the same idea, but write the actual fraction out on the cards, such as 1/5. Or use something like 1/3 pepperoni + 2/6 cheese + 3/9 tomato for complexity.
- Review the use of the **Circle** and **Line** tools in **Kid Pix**.

Procedure
1. As a follow-up or as an introduction to fractions, let children know they will be creating an electronic pizza. They will have to "share" the pizza they create, so they will need to divide it into equal shares.
2. Give each child or pair of children a number card.

color in _2_ slices

$\frac{2}{5}$
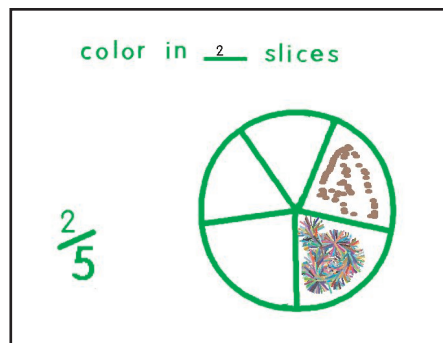
3. Children should begin by creating a pizza, using the **Circle** tool.
4. Next, they should use the **Line** tool to divide their pizza into the number of slices indicated on their fraction card.
5. Children can use the **Stamp** or **Stickers** tool to put different toppings on each slice, or they can color it with the paint tools.
6. Make sure they add their names to their pictures, using either the **Letter Stamps** tool in Small Kids Mode or the **Text** tool in Big Kids Mode.
7. Have them stamp or type the number or fraction represented by their pizza as age appropriate.

Closure
Discuss relevance of fractions in other areas, such as real estate (1/4 acre lots) and money (quarter dollars).

Measurement/Follow-up
Collect printed projects for your evaluation.

Extensions
- Vary the activity by having children create pizzas with slices missing (2/4, 5/6, etc.). They can accomplish this by using the **Eraser** tool, or the **Grab** tool to copy and paste parts of their pizza onto a new picture.
- Older students will enjoy making real pizzas out of pizza shells or frozen pizza and making fractions to eat.

ANIMAL HABITATS

General Description
Students create a multimedia presentation about an animal that lives in the United States. Younger students can put all the information on one page instead of into **SlideShow**.

Grade Level
Grades 3–4

Curricular Areas
Science, Language Arts, Writing

Objectives
- Integrate technology into a Science or Social Studies unit.
- Use the following **Kid Pix** tools: **Draw**, **Fill Bucket**, **Text**, **Grab**, **Undo Guy**.

Class Organization
Large group introduction, partner activity

Time Required
3–4 30-minute sessions, plus time for sharing

Materials
- Rand McNally *Giant Children's Atlas of the United States;* an encyclopedia
- Electronic or print encyclopedias

Preparation
1. Explain to students that they will be creating resources to help other students learn more about the areas of the United States where certain animals live by creating SlideShows of selected animals.
2. Divide the class into pairs. Assign a geographic region of the U.S. to each pair of students by drawing regions out of a hat. Explain that each pair will be asked to create a SlideShow.
3. Brainstorm with class to come up with starting details such as desert area, mountain range, or coastal area. Discuss and list the animals that live there.

Procedure
1. Direct partners to use an atlas or encyclopedia to get a list of animals that live in their assigned region. From this list they should choose one animal that interests them both. One partner's name will end up with all of the information stored in his/her folder.
2. Provide time for partners to gather information from electronic and/or print encyclopedias.
3. Have students record information about the food, habitat and physical characteristics of their animal in a web or outline.
4. Partners will use the information from their webs or outlines to write a SlideShow storyboard/script that has four pictures—Title, Food, Habitat and Physical Characteristics.
5. Partners will create four Kid Pix pictures based on their storyboard. Make sure students save these pictures with a clear name in their folders for easy access from SlideShow.
6. Partners will create SlideShow sequences from their pictures, saving it into a new folder with a clear name.
7. Schedule time for all groups to share their research, presenting SlideShows to the class.
8. Younger students can use one Kid Pix page to describe an animal.

Closure
- Discuss how animals need specific habitats.
- What happens if a habitat is destroyed?

Measurement/Follow-up
Involve students in evaluating their SlideShow sequences by sharing with another pair and adding constructive comments.

Extensions
- Use this project plan to study plants or ocean life.
- Study animals in other parts of the world, such as marsupials or polar bears.

General Description
As part of a weather unit, the students will create a book and/or SlideShow displaying a variety of weather conditions with unusual precipitation.

Grade Level
Grades 1–3

Curricular Areas
Language Arts, Science

Objective
- Planning, writing, and illustrating a story based on *Cloudy with a Chance of Meatballs* by Judi Barrett.

- SlideShow planning, preparation, and presentation.

Time/Class size
One week, Pairs

Materials
- *Cloudy with a Chance of Meatballs* by Judi Barrett
- 5x8 index cards
- Dan's Wild Weather Page
  http://www.wildweather.com

Procedure
1. Read the story aloud to the class.
2. Brainstorm different types of weather on the chalkboard.
3. Brainstorm different foods that could fall from the sky.
4. What else would be useful to have fall from the sky?
5. Copy the ideas onto slips of paper, and draw one slip out of a hat for each pair of students. This will be their "weather" story topic. They

will make a page for the class SlideShow based on this topic.
6. They can draw ideas on a 5x8 card, adding writing to describe what happens during a "storm."
7. Allow class time to draw, animate, and write the pages.
8. When all the pages are done, create a SlideShow by grabbing each page from Kid Pix and putting it into a SlideShow. Since that may mean several files, it may take you some time. The order can be random, or assign "time of day" to the pairs by drawing out of a hat, and use that for the order of presentation.
9. Once the pages are loaded into SlideShow, a the class can select sounds and transitions for you to add, or each pair can add their own.
10. Play the SlideShow, and print it in book form to share.

Closure
How does the weather help or hurt us? What is the difference?

Measurement/Follow-up
Evaluate on comprehension and completion.

Extensions
Use this format with other creative writing projects and responses to classroom reading, or create a SlideShow on other natural phenomena with a silly twist.

BEAN SPROUT GROWTH

General Description
Students plant string bean seeds, observe the development of their plants for a period of about a month, and create **SlideShow** animations of the development of each plant.

Grade Level
Grades 2–4

Curricular Area
Science

Objectives
- Create a presentation of the documents as a science project.
- Use the **Kid Pix** tools: **Fill Bucket** with pattern options, **Draw**, and the **Grab** tool.

Class Organization
Individual

Time Required
It takes about a month to grow the plants, but the time for each child to draw his or her observations is very short. Students may need assistance to assemble the SlideShow.

Materials
Potting soil, string beans, seeds, pots, grow-lights or a sunny window.

Preparation
- Create a template of a flower pot, saving it under a unique name for your class. You may want to customize the libraries to show only selected templates (See User's Guide).
- This is a project a class can do even if you only have one computer.
- Have students plant seeds, place under grow-lights or the light source, and water regularly.

Procedure
1. Assign students to make observations of the plants on a regular basis for a month. Once a week should allow for distinct differences in each plant's growth stages.
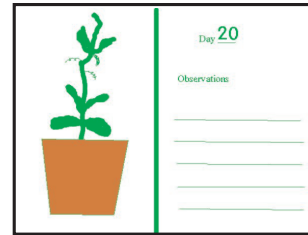
2. As students make observations throughout the month, they will use **Kid Pix** to record and draw the stages of growth they observe, adding drawing and data to the template.
3. The first picture created should become the template for the second picture and so on for succeeding pictures.
4. Make sure they give each observation picture a unique name. Each student should save his or her pictures into a folder and perhaps also onto a floppy disk.
5. When the observation period is over and all pictures are created, students assemble them in SlideShow. Direct them to use "no transition," giving the series of pictures the effect of animation or time-lapse photography.
6. Students can write observations, recording their narration on the title or concluding picture, to avoid interrupting the animation.

Closure
Discuss other uses of "time-lapse" photography in scientific experiments.

Measurement/Follow-up
- Completeness of Details
- Accuracy of Observations

Extensions
- Digital cameras can be used to document the plant growth. The electronic images can be imported into **Kid Pix** pictures instead of drawings. Students then assemble the SlideShow following steps 5 and 6 above.
- Repeat the lesson using a different type of seed to compare growth rates.
- Repeat the lesson using a different growth medium to see if it affects growth rates.

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STUDY ORGANIZERS

General Description
Students use **Kid Pix** to help visualize organization patterns in information.

Grade Levels
Grades 3–8

Curricular Areas
Writing, Language Arts

Objectives
- Recognize that information related to a topic may have specific patterns.
- Develop skill in recognizing various patterns.
- Use an appropriate graphic organizer to reflect patterns of information.
- Select appropriate facts and details from a resource to write a brief essay illustrating these patterns in descriptive writing.

Class Organization
Individual

Time Required
Two class periods for collecting notes and creating the graphic organizer. Additional time for drafting, revising and editing of the writing ideas.

Materials
- Reference resources, print or electronic (encyclopedias, books, other CD-ROMs)
- *The Amazing Writing Machine,* or any other word processor
- Index cards

Preparation
- Provide a class period for students to select a topic and browse resources.
- Discuss the varied forms, outlines, organizers, and diagrams can take. They each have good uses. The Kid Pix Idea Machine has a few organizational templates in the Idea Mapping folder

Procedure
1. Each student chooses a topic and finds three articles from which to take notes.
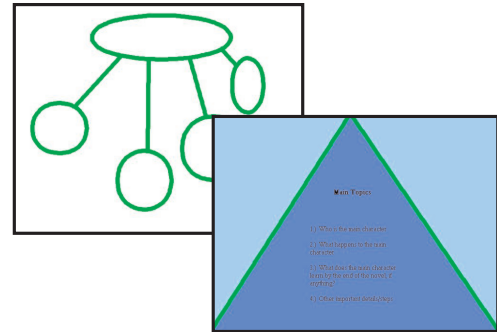
2. Students should assemble their notes, either on a word processor or on paper.
3. In another class period, students use Kid Pix to create a graphic organizer, demonstrating the structure that best fits the information from their article. Possibilities include:

Order of Importance or Main Idea and Support	*(Pyramid Shape)*
Main Idea and Supporting Details	*(Web)*
Cause and Effect	*(Arrows connecting boxes)*
Important Details	*(Chart or Weave)*

4. Show students templates of various organizers that they can modify, or encourage students to create their own variations.
5. Students should use the graphic organizer to organize the information they have collected during the note-taking process.
6. Print students' graphic organizers to support the drafting of their research reports.

Closure
Discuss usefulness of graphic organizers and the uses of different shapes.

Measurement/Follow-up
Gauge organizational skills by comparing students' written work with their original sources and their graphic organizers.

Extensions
- Use a different organizer to see if information fits better in a new shape.
- Students can share ideas for new shapes.

EGYPT EXPLORERS

General Description
As part of a social studies unit on ancient Egypt, students will create a class **SlideShow** presentation.

Grade Levels
Grades 4–6

Curricular Areas
Social Studies, Writing, Language Arts

Objectives
- Learn about ancient Egypt.
- Integrate language arts, social studies and computer technology.
- Improve language arts and computer skills.
- Create a presentation in SlideShow.

Class Organization
Individual, with whole class concluding activity

Time Required
30 minutes per student to create picture, 1 class period to create SlideShow presentations.

Materials
- The Cleveland Museum of Art-Pharaohs **http://www.clevelandart.org**
- Egyptian Official Tourism Site **http://www.touregypt.net**
- Guardian's Egypt **http://guardians.net/egypt**
- Photographs and other graphics scanned from magazines or texts, or from the Internet
- Index cards for note-taking and organizing

Preparation
- Students should have their notes on ancient Egypt taken from various sources.
- Set up a schedule of computer time.

Procedure
1. After studying ancient Egypt as part of a social studies unit, each student creates a Kid Pix picture about an aspect of their learning.
2. Each picture should contain graphics of some kind (photos, drawings, or stamps), informative text and sound. Encourage students to be as creative as they desire, but remind them that the purpose of this team SlideShow is to inform the viewer about ancient Egypt.
3. Draw topics out of a hat, with some extras left over if kids hit a creative wall and need to swap.
4. Remind students to save their own work in their own folders.
5. Students will use a storyboard or notecards to put all the pictures into a logical sequence.
6. Help students load the pictures into the SlideShow project, add transitions and sound. Save both Kid Pix pictures and SlideShows.

Closure
Discuss why Egyptology continues to fascinate us and why it is important.

Measurement/Follow-up
- Check to see if specified criteria (graphics, sound, informative text) have been met.
- Assess pictures on effort, demonstrated computer knowledge, validity of historical information in the text (and recorded information), and correct use of language and punctuation, not just on drawing capabilities.

Extensions
- Use a digital camera to capture more pictures of the Egypt presentation.
- Create another SlideShow of further in-depth information relating to the presentations.

EXPLORER REPORTS

General Description
Students research an explorer and give oral presentations illustrated using **SlideShow**. Students each contribute one page to the class SlideShow.

Grade Level
Grades 4-6

Curricular Areas
Social Studies, Writing, Language Arts

Objectives
- Import pictures from other sources into **Kid Pix.**
- Work cooperatively to create a presentation demonstrating historical research.

Class Organization
Individual or Partners

Time Required
4-6 class sessions

Materials
Research materials, electronic and print encyclopedias

Preparation
- This project assumes students have mastered the basic skills of using Kid Pix.
- Coordinate this project with any unit in which students learn about world explorers.
- Encourage students to cut and paste maps and graphics found in Kid Pix as well as other sources.
- Because each picture has to be full of symbolic meaning and carefully laid out, students learn how to use the **Grab** tool to move images. They may also need to resize something they've imported. Once the students are happy with 3-5 images, they can create the SlideShow presentation.

Procedure
1. Using reference materials, students research and find information on a world explorer.
2. On a separate graphic organizer, students will write accurate notes in their own words on the following: the explorer's life and home country; dates of explorations; purpose(s) of the explorations; a brief story of accomplishments and disappointments or failures; and places named for him or her.
3. Individuals write a script, or partners work together to write a script for an oral presentation.
4. Students decide how to represent their explorer as a Kid Pix picture. Possibilities include: drawing a picture of the explorer, showing a map of explorations, or designing a symbol representing discoveries. Encourage students to be creative.
5. Students practice their oral presentations and present them to the class. Time limit: each presentation should be no longer then 10 minutes to keep things moving. Five minutes should be sufficient for most smaller slideshows.

Closure
- Discuss exploration worldwide.
- There are many explorers we may not get to read about in books. How can we learn about all explorers?

Measurement/Follow-up
- Completeness
- Creativity
- Use of Resources

Extensions
- Do SlideShows of various astronauts and cosmonauts.
- Create a SlideShow sequence of famous mountain climbers or explorers.

Island Maps

General Description
Each student uses **Kid Pix** to create a map of an island that includes the basics people would need for survival.

Grade Level
Grades 3–5

Curricular Areas
Social Studies, Language Arts

Objective
Each student will create a Kid Pix picture of an island, complete with natural and man-made features.

Class Organization
Whole class introduction, individual activity

Time Required
2–3 class sessions for creating individual pictures

Materials
National Geographic or other resources about islands.

Preparation
- This activity complements a unit of study on reading and creating maps in the classroom.
- Prepare a **SlideShow** of previously created maps, so students will have models of creative island maps.

Procedure
1. Attach the computer to a projection device or large screen, and introduce this activity with a SlideShow of previously created island maps.
2. Next, model the creation of an island, using the Kid Pix **Draw** tool.
3. Using the **Draw** tool, create an imaginary island. Show the students how to create the effect of water using the **Fill Bucket**.
4. Demonstrate the use of **Draw**, **Fill**, **Paint**, **Stamp,** and **Stickers** tools to show natural and man-made geographic features.

5. Describe how the placement of man-made items are dependent on the natural features on the island: rivers, forests and bays can affect the placement of towns, mountains, cities, roads, or airports.
6. Provide computer time for students to create their islands.
7. Students should label all cities, rivers, lakes, forests, and mountains. Is there a capital city?
8. Students create a legend to explain the symbols of the island map.
9. Students create a scale on the map to show and explain the relative size of the island.
10. Students name the island, and save the file in their Kid Pix folder.
11. Students should select appropriate sound and transition effects for their pictures when assembling the class SlideShow.

Closure
- Discuss what makes an island habitable or not.
- Discuss maps as an art form.

Measurement/Follow-up
- Completeness of task
- Accuracy of survival basics on the island.

Extensions
- What would an inset look like for a portion of the island? Have students create an inset showing a wilderness or populated area, rich with details.
- Add the North/South compass symbol to show direction. Is North always "up"? How does one decide?

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Book Jackets

General Description
The cover of a book can encourage a person to pick up that book and read it. As an alternative to the traditional book report, have students design a book cover or jacket, complete with written descriptions.

Grade Levels
Grades 4–8

Curricular Areas
Reading, Language Arts, Writing

Objective
Students will create a book jacket for a book they have just completed reading. The book jacket will be designed to get other students to read that book.

Class Organization
Whole class, small groups, and individual activity

Time Required
Several weeks for reading, two class periods with *Kid Pix Deluxe 4*

Materials
- Book that qualifies for a book report assignment
- Chalkboard, butcher paper, or overhead projector
- Read Across America (National Education Association's site)
  http://www.nea.org/readacross/
- The Children's Literature Web Guide
  http://www.ucalgary.ca

Preparation
1. Have several books, some paperback and some hardbound with the book jackets still on, located around the classroom. All books should have descriptive paragraphs either on the back of the book or on the inside cover.
2. The books should be of various types: fiction, non-fiction, mystery, romance, etc. Provide a selection of books familiar to the students and some that may not be familiar to them.

3. Ask students what makes a person pick up a book to read it: escape? pleasure? homework?
4. Discuss the students' answers to the questions.
5. Pick up one of the books displayed and read the description of the story.
6. Ask the students if the description makes them want to read the book. Discuss the students' answers.
7. Brainstorm several important elements that make a book jacket effective.

Procedure
1. Tell the students that they are going to create a book jacket for the books they are currently reading using Kid Pix.
2. Tell the students that they must include the title of the book, the author's name and a descriptive paragraph about the story.
3. Have the students use the various art tools to create an interesting front cover for the book.
4. Remind the students that their book jacket should make other people want to read that book.

Closure
Discuss difficulties or other experiences in creating book jackets.

Measurement/Follow-up
- Accuracy of details on jacket to content of book.
- High-interest book jacket

Extensions
- Create SlideShows of the book jackets using the students' voices to "advertise" their books.
- Have students draw a character from the book and have the character "advertise" the book.
- Do the same "report" on a construction paper bookmark. Can students make an attractive bookmark that both illustrates and describes the book?

General Description
Comic books or graphic novels are an effective way to combine text and visuals in a memorable fashion. Students can create their own graphic and text booklets as one method of describing a book they have enjoyed, or as a way to highlight an important scene in a book.

Grade Levels
Grades 4–7

Curricular Areas
Language Arts, Reading, Writing

Objectives
- Students will create a comic book of no fewer than two and no more than six pages to re-tell highlights of a book read either in class or as free reading. When printed, the pages will look like a comic book.

- Students will not only draw/create important visuals from the text, but will also type in descriptions of the action and the appropriate words spoken.

Class Organization
Individual Activity

Time Requirement
Allow several sessions on the computer.

Materials
- Text to be discussed
- Notecards

Procedure
1. Discuss graphic novels and comic books as forms of communication and/or literature. Why do they work, and in what ways do they not work? (i.e. visuals are easy to understand, but someone else's vision may not be the same as yours).
2. Discuss classroom text to be illustrated if this is a class-wide activity. For example, if the class is reading *Johnny Tremain,* by Esther Forbes, the comic book layout could cover the sequences in the story including his
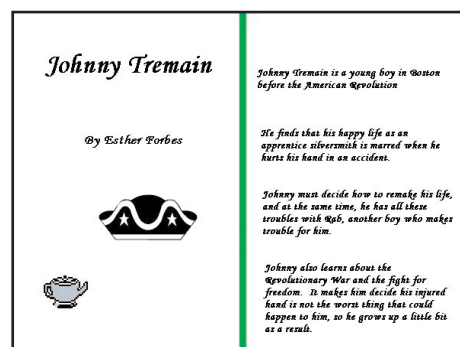
apprenticeship, his life-changing injury in the silversmith's, and his surgical recovery/ marching off to fight the Revolution. How many images are required to get the story across, and which, out of the novel's many images, are the ones that can be better used in comic book form?

3. Each student will see the images differently, thus each comic book will have some similarities but probably many differences. The students could also illustrate more in-depth passages by concentrating on single moments of importance to Johnny's life and development. Therefore, the reports can function as one page up to six pages, for ease of printing. The SlideShow function will print one image per page, two or four images to make a booklet, six images to make a comic book, or twelve images (too small to read, really, but good for planning very large projects).

4. Another example that can be illustrated in this fashion is Poe's poem, *The Raven*, which lends itself to illustrations due to its somber and mysterious tone.

5. Using Kid Pix, the student should create the book's images or note and the appropriate dialogue (can be enclosed in cartoon balloons if desired, or just typed). Each panel in the comic book will be a new project, so students need to be thinking in terms of continuity. How do graphic novels indicate time passage or scene change? When all these pages are imported into SlideShow, and placed in order, the comic book layout should make sense.

Closure
- Review and share the graphic arts reports.
- What other classroom reading material can be illustrated and written about in this manner?
- Are there any free reading favorites of the students that can be illustrated and written up?

Measurement/Follow-up
- Have the students share comic books in small groups to compare notes. They can they write about their own interpretations and the interpretations of one or two other students' comic book layouts. The student's own comic book and the resulting interpretive writing can be turned in as a package.
- Measure on the level of understanding the student shows for the main point(s) of the novel. Drawing ability will be so widely varied that students should know it is their understanding of the text that is being graded, not artistic ability.

Extensions
- Add sound to the comic book layouts, along with transitions, and present as a SlideShow.
- Make a cover for the comic book.
- The "Book Jackets" and "Bookmarks" lessons work well as adjuncts to this lesson.

Once Upon a Midnight Dreary, as I Pondered, Weak and Weary.

The scene is a dark and lonely night, while the Narrator sits in his large, dark library reading old and dusty books. He feels depressed, and the fire is burning very low.

The storm outside helps to set the dark and gloomy mood.

The Narrator is trying to forget his lost love, Lenore, who has died.

He sits as though in a dream.

A Raven raps at the door, and this noise starts the Narrator down a path or tormented thoughts about Lenore.

The Raven answers only "Nevermore" to any question the Narrator asks it.

The raven has a haunted, creepy appearance which disturbs the Narrator.

The more the Narrator wants to know if he'll ever see Lenore again, the more the Raven answers "Nevermore."

The raven's repetitiveness drives the Narrator to despair, and he gives up hope. The raven continues to answer "Nevermore" to any question the Narrator asks, about any subject at all. The questions aren't even about Lenore anymore, but all about his soul, which is in torment. The Narrator collaspses at the end, to "be lifted, Nevermore!"

POLLS

General Description
Students learn about designing and taking a poll. Then they use **Kid Pix** as a graphing tool to present their information.

Grade Levels
Grades 3–8

Curricular Areas
Social Studies, Math

Objectives
- Students will gather and organize data.
- Students will use graphing tools to compare data.
- Students will present their data.

Class Organization
Small groups

Materials
Samples of pie charts, bar graphs, and poll results.

Time Required
Several weeks to conduct the polls and tabulate data. Two class periods using *Kid Pix Deluxe 4*.

Preparation
1. Discuss the different polls that students see and read about in the newspaper.
2. Decide what information should be gathered. Possibilities include how many students have dessert with lunch, what kinds of pets they have, or guesses on obscure vocabulary words (for example, asking students what they think "glazier" or "heraldry" mean, or even more obscure words). Chart the guesses and tabulate the five most common responses.
3. Discuss how graphs make information easier to understand.
4. Have each group decide which graphing method to use to present the data.
5. Have each group graph its data and present its findings to the class.

Procedure
1. Divide the class into small groups.
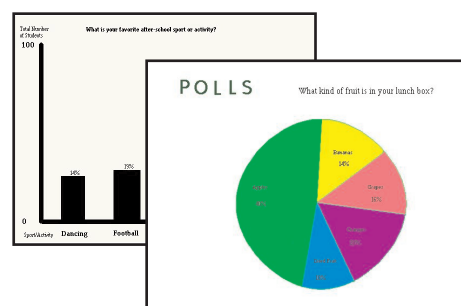
2. Have each group design a poll, including what kind of questions to ask and how many people to poll. Groups use **Kid Pix** to graph results.

A. Pie Chart
Use the **Oval** tool. Hold the **Shift** key down while drawing it to make a perfect circle. Use the **Line** tool to draw the lines. Let your students approximate the size of the segments for the corresponding percentages, within reason. Don't let the difference be too apparent. Make sure there are no spaces in the lines when you fill with color.

B. Bar Graphs
Use the **Line** tool to draw the X and Y axes. Then use the **Rectangle** tool to make the bars. You can copy one bar and then paste it several times. This way the bars are uniform.

C. **Import** from a spreadsheet (saved as a bitmap) that makes charts or graphs. How are these graphs similar or different to what you can create in Kid Pix?

Closure
- Discuss which graphs seem to show the most information.
- Are some charts better than others, depending on content?

Measurement/Follow-up
- Accuracy of graphs
- Understanding of polls

Extensions
Discuss other uses of charts.

PUT ME IN THE ZOO

General Description
Creating wild and wonderful animals to exercise the imagination.

Grade Levels
Pre K–Grade 1

Curricular Areas
Language Arts, Art

Objectives
- Creating silly or fantasy animals.
- Explaining what special things the animals can do

Class Organization
Whole class, then individual

Time Required
1 hour

Materials
- *Put Me in the Zoo* by Robert Lopshire
- Paper, drawing materials

Procedure
1. Read *Put me in the Zoo* to class. Discuss what the animal can do that is special.
2. Tell children they can create their own special animal.
3. Create one as a class to illustrate the tools. Discuss other special fantasy animals, such as what is a unicorn, a dragon, etc. Brainstorm ideas and create an animal using **Paint** and **Draw** tools.
4. Write two things that are special about the animal.
5. Let children create their own animals.
6. Have them draw on paper first to get ideas. That way, they can also draw it in Kid Pix and show both drawings.
7. They should write one or two things that are special about the animal. "This animal can _____." Students with higher skill lev-

els can type in "This animal can also_____."
(Or create a template, so students just have to type/stamp in the action word).
8. Remind the students to put their names on both types of drawings to identify them.
9. Save and Print the Kid Pix drawings.
10. The students can share with each other, taking turns explaining their animal. Do this class-wide if there are fewer than 20 students, otherwise, break into small groups for sharing.

Closure
Discuss the differences between drawing on paper and drawing on the computer. Some will like both, others neither, and some one of each. How are they different? How alike?

Measurement/Follow-up
- Comprehension of the assignment and of the story
- Completion of task

Extensions
- What other very visual tales can be drawn? Have the class brainstorm ideas, read the book, and create new drawings.
- See also the lesson for "Three Billy Goats Gruff."
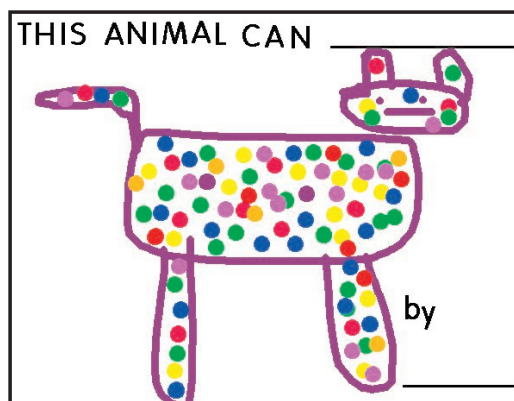
THE GAMMAGE CUP

General Description
Read and respond to the wonderful tale of discovery and sharing, *The Gammage Cup,* by Carol Kedall.

Grade Levels
Grades 4–6

Curricular Areas
Language Arts, Reading, Writing, Art

Objectives
- Encourage students to respond to a text in a visual manner supported by writing.
- Allow students to express different ideas about the text via different visual art interpretations of scenes in the story.

Time/Class size
- One-two weeks to read the story.
- One-three class sessions to create the visuals
- Individuals or very small group

Materials
- *The Gammage Cup*, by Carol Kendall
- Newsprint or other paper to create rough drafts of visuals prior to drawing them in Kid Pix

Procedure
1. Read *The Gammage Cup*, discussing not only the aspects of teamwork, community, and respect for individual differences, but also the strong imagery evoked by the writing. One can really imagine, or "see" the town and its environs.
2. Have students choose one event in the text that they want to illustrate.
3. They must select three sentences from the text that support or explain what is going on in their illustration.
4. They will illustrate the scene on paper first, to get ideas, then in Kid Pix. Then they will type in the sentences onto the Kid Pix illustration. They may add sound if they wish, or record an explanation of why the scene is important.
5. Give the illustration a title and type it in.
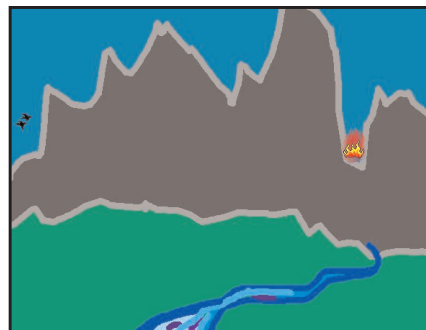
6. Put a name or names on the illustration as well.
7. Students can load the pictures into a SlideShow or print them out. Have students explain what's going on in the picture, how the sentences support the idea, and why it's an important scene in the book.

Closure
- Discuss the varied scenes chosen by the students. Discuss the relevance of the story to their lives right now.
- Note…this story was written long before Harry Potter™, so the name Muggles (a major female character) may confuse some students. It was her name long before it was used to mean non-magical people.

Measurement/Follow-up
- Do the students show an understanding of novel?
- Do the sentences chosen support the idea in the illustration?
- Details in the picture should help convey the topic.
- Do the students show an understanding of the relevance of the chosen scene to the rest of the novel?

Extensions
- Create a SlideShow of scenes in sequence from the students' work. Are there any important scenes missing that will help explain the story? Have students add those scenes.
- A good opportunity for a freewrite would be to have the students put themselves in the place of the outlaws…what would they have done?

PLANET PIX SLIDESHOW

General Description
As part of a science unit on the solar system, students will research a planet and prepare a picture for a SlideShow presentation.

Grade level
Grades 4–7

Curricular area
Science, Language Arts, Writing

Objectives
Pairs will research a planet and then create a Kid Pix SlideShow.

Class Organization
Partners

**Time Required**
3–5 class sessions

Materials
Resource books on the planets, electronic and print encyclopedias, scanner, Internet access

Preparation
- Discuss the importance of citing references. Explain that facts taken from books, encyclopedias, artists/photographers, or the Internet must be recorded and the authors given credit. Show students how to cite references for the bibliography and the credits pictures.
- Show the students how to import an image into Kid Pix. Show the students how to use the scanner.
- Review SlideShow lesson

Procedure
1. Explain to students that they are going to teach people about a planet of their choice by creating Kid Pix SlideShow, text books, the Internet, and printed, as well as electronic, encyclopedias.
2. Have students select partners by drawing names out of a hat, and choose a planet to research out of another hat.
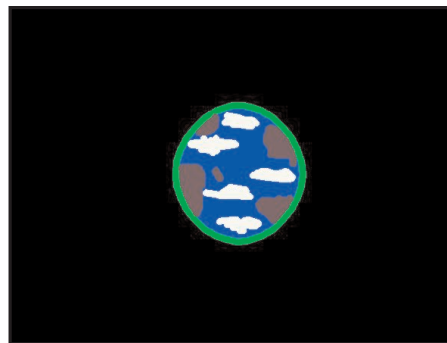
3. Explain that the SlideShow must have five pictures: **slide 1:** the solar system, **slide 2:** their selected planet, **slide 3:** fact pictures containing pictures and text, **slide 4:** bibliography, **slide 5:** credits.
4. Show students how to save each slide with clear names and the number of the picture.
5. Demonstrate the internet site www.nasa.gov. Tell students they can use information and graphics from a website, as long as they use their own words, draw most of their own pictures and cite sources used. (See the MLA guide at www.mla.org for help in citing references from the Internet. See also www.nasa.gov for their own guidelines.)
6. Provide time for students to put their pictures into SlideShow, select sounds, and record their voices on the author pictures.

Closure
- Discuss what was the easiest part of the activity and which was the most difficult.
- Discuss other areas of the solar system to study, such as the asteroid belt.

Measurement/Follow-up
Accuracy of planet information, clarity, organization, creativity

Extensions
- Print out the pictures to make class books.
- Have the students participate in the many online activities sponsored by NASA.
- Research other space objects such as nebulae, stars, and galaxies.

General Description
A fun way to create stunning galactic art using tools in **Kid Pix**.

Grade Levels
Grades 3–8

Curricular Areas
Art, Science

Objectives
- Students will create an "astrophoto" of a galaxy, using the effects tools in Kid Pix.
- Students can make several galaxies to include in a SlideShow.
- Students are encouraged to review such magazines as *Sky and Telescope* and *Astronomy* to see how beautiful pictures of space can look.

Time/Class size
- 45 minutes/individual
- SlideShow portion may be individual or small group

Materials
- *Astronomy, Sky and Telescope* or other magazine, book, or reference source with good astrophotography samples showing nebulae, galaxies, etc.
- http://www.nasa.gov;
  http://www.astroimages.com;
  http://antwrp.gsfc.nasa.gov/apod/lib/aptree.html;
  http://www.seds.org/messier;
  http://www.seti-inst.edu;
  http://www.meade.com
- Color printer if possible

Procedure
1. Set out many examples of astrophotos of galaxies, nebulae, etc., such as from the Hubbell or other deep-space sources. Note the colors and shapes that galaxies and nebulae appear to have in the photos. Note some famous galaxies such as M-3.

2. Students will need to create a page full of colorful splotches, which they will then alter, using Kid Pix 3 tools, to make more or less a spiral galaxy, although any shape galaxy or nebula will look fabulous (and realistic) when they are done.

3. Select the **Paint** tool and choose **Wacky Paint** effects. Choose the colorful dots effect. Or choose the **Paint** tool with **Sound Effect** and create the spots. Either way, fill the page with many, many splotches and spots of color.

4. When the page is pretty much full, go to the **Electric Mixer** tool and choose from a variety of effects using the big mixer.

5. Generally, the students will likely want to follow this sequence using the **Big Mixer** tool:
   - Change color tone: Tray 1, option 1, or option 2
   - Scramble the colors into fractals: Tray 3, option 2
   - Scramble again into a spiral shape: Tray 3, option 5
   - Rotate: Tray 4, option 3
   - Shrink: Tray 2, option 6
   - Zap into another shape: Tray 4, option 4
   - Symmetrical effects (looks like a spiral galaxy): Tray 4, option 1, and Tray 4, option 4
   - Paste in the deep space effect: Tray 2, option 3

6. Experiment with colors and effects several times. If you don't like an effect and you can't Undo it, try the Hand Mixer or hand eraser for small touch ups, use the pencil to draw in extra color, or just start over and try some new effects. The color will look different once "Space" is added, so you may need to **Undo** the space effect and change the color before you save. It's so easy to make these pictures, though, you can always keep experimenting with one, even if it looks funny, and then add it to your collection of "space photos."

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7. Use the **Sound** tool to add "space sounds" (find under the Science library) to the picture.

    Note: Each time you make a change, you either hit the **Undo Guy** to go back **one** step, or keep clicking the effects buttons to see more and more changes. Move the mouse around too, as the effects will follow the mouse on the page each time you click.

Measurement/Follow-up
- Completion of task
- Understanding of project
- Approximation of drawing(s) to real astrophotos (since that is what we're practicing)
- Understanding of galaxy and nebula shapes (see Extensions)

Closure
- If making a SlideShow, prepare and show to class.
- Discuss what was learned in the process, both regarding art and science. Print photos for the children to take home, possibly with a copy of a real astrophoto.

Extensions
- Put a collection of galaxy "photos" into a SlideShow and add space sounds and transition effects, or a voice-over.
- Add real photos of galaxies for a fun comparison.
- Try to categorize the galaxies into spiral, elliptical, irregular, lenticular, etc. Use an encyclopedia or other reference to provide a guide for students to categorize their own "galaxies," then try it with real photos.

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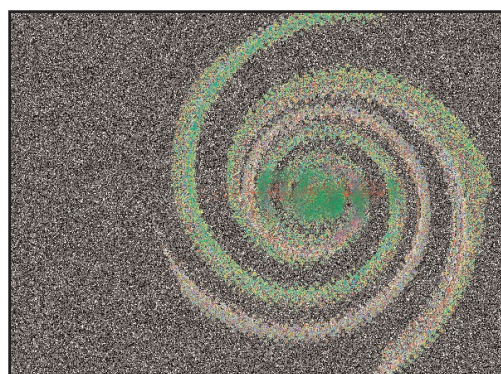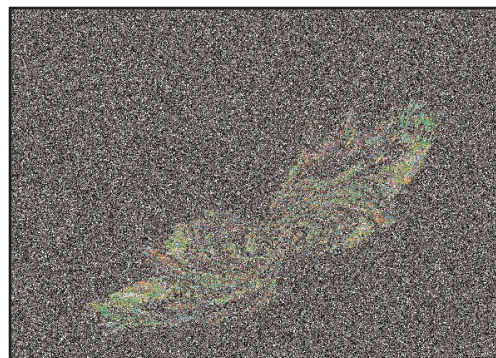
General Description
Students will learn about their family name histories as well as learn about the symbolic elements involved with heraldry.

Grade Levels
Grades 4–8

Curricular Areas
Social Studies, Art

Objectives
- To learn about the meanings on a coat of arms.
- To create a family coat of arms using symbols that have meaning for the student.
- To learn about famous coats of arms, such as Shakespeare's or Prince William's.
- To write a descriptive paragraph describing the meanings of one's own crest or the crest of a famous person.
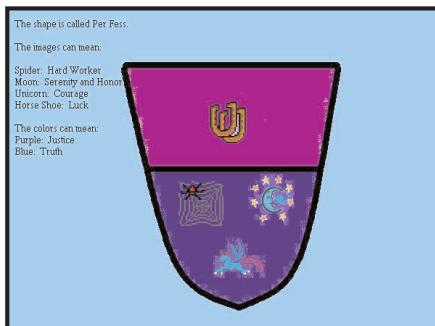
Time/Class size
- 60+ minutes
- Large group introduction; small group research; individual work.

Materials
- Reference tools such as the Internet, encyclopedias, books on heraldry
- http://www.heraldica.org/
- http://www.college-of-arms.gov.uk
- http://www.digiserve.com/heraldry/
- http://www.designsofwonder.com

Procedure
1. Discuss the background of heraldry in Europe to give a brief overview (see the Web sites for good background, or Encyclopedia Britannica®).
2. Real coats of arms are rarely granted, so all those shops in the mall that give you one are sort of infringing on the original bearer's rights to the image, but it's supposed to be all in fun. So that's why the students can have a little fun of their own and develop their own coat of arms with images that make sense and have meaning to them.
3. Show some examples of coats of arms, and discuss some of the basic terminology such as Or (gold), Rampant (raised), and Lion (dauntless courage) or Unicorn (extreme courage).
4. Have the students design something they would like to create as a shield or crest. Then they can use the images in Kid Pix to create a coat of arms on the computer, and print it out.
5. Students should write a paragraph about the meanings of the shield, and then share it with other students in small groups.

Closure
- Share the coats of arms in class or in small groups. Discuss famous Coats of Arms.
- Review how the coats of arms are granted.

Measurement/Follow-up
Level of research conducted, execution of the art on the computer, and paragraph writing should all be done with some level of completeness.

Extensions
Look up famous coats of arms and discuss the imagery and the person or family bearing the shield. What did they do to have a grant of the coat of arms? Was it inherited, or was it granted for something they accomplished? This can be very interesting research.

The shape is called Per Fess.

The images can mean:

Spider: Hard Worker
Moon: Serenity and Honor
Unicorn: Courage
Horse Shoe: Luck

The colors can mean:
Purple: Justice
Blue: Truth

General Description
This lesson provides a good opportunity for students to practice math skills in a recipe format, direction writing, and cultural sharing.

Grade Levels
Grades 2+

Curricular Areas
Language Arts, Math, Cultural Sharing

Objectives
- Students share a favorite recipe from home.
- Students learn the standard measurements in recipes.
- Students learn to double or halve the recipes.

Time/Class Size
- Several days for finding recipes and writing them out
- Individual/Shared activity

Materials/Preparation
- Discuss recipes and why they are important (a set of written instructions helps you get the same or similar result every time. That way, a good recipe can be repeated and shared with others).
- Discuss how measurements work, and how they are very useful in math.
- Discuss different types of measurements. Do any students use metric measurements when cooking?
- Discuss how recipes from family to family can be very similar, or very different, depending on what people like. It also depends on how a recipe has been handed down from one generation to the next. For example, a grandmother's recipe for chicken might be different from another grandmother's, yet they are both chicken recipes. How are the ingredients similar or different? How is the preparation similar or different? It's fun to share and find out.

Procedure
1. After discussing recipes, have the students bring in a favorite recipe from home that they feel comfortable writing about and that they want to share. Overly complicated recipes are hard to write up and illustrate, so encourage the students to bring in more than one recipe, in case they run into trouble later on while they are writing about it.
2. Have the students create a step-by-step description on the recipe in Kid Pix, illustrating a few key ingredients, tools, and steps. They should also illustrate a completed recipe, just like in a cooking magazine or cooking shows on television. Each step should be a new file.
3. Encourage the students to keep to no more than six files in Kid Pix, since six will print nicely as "comic book form" once they have moved the lot into SlideShow. Two or four will also print well in booklet format.
4. Encourage the students to be accurate in the measurements. Are they sure they understand a tablespoon from a teaspoon? Older students can learn the conversions.
5. Have they included all the steps to be sure the recipe can be completed by someone else who has never made it? For example, if it's a family recipe from another country, can someone who has never cooked the dish make it correctly using the instructions?
6. What is the heritage or importance of the recipe? This is a good opportunity for multicultural sharing. Are there words that need to be changed form one language to another? It is also a good opportunity for language acquisition and language sharing.
7. Older students can move the recipe pages into SlideShow, and print them in booklet form.
8. Younger students can print each page alone and create a booklet to share.
9. Put everything together for a class cookbook for sharing.

RECIPE SHARING

Closure

- Have the students share their recipes and discuss what was easy and what was difficult about creating them.

- How do the illustrations help in the written set of instructions and vice-versa?

- Older students may want to practice doubling or halving the recipes as a good exercise in fractions and proportions. They can also learn the equivalents present in measurements. They can learn conversions from metric to English-style measurements.

- Are there other recipes that are fun to make? You can always put together a year-end-celebration book as well.

Measurement/Follow-up

- Completeness of task and clarity of directions, along with illustrations that help convey the instructions are good yardsticks for measuring.

- Short or long recipes can both be good examples as long as the directions are cogent and the illustrations clear.

Extensions

- More complicated recipes or, as above, doubling or halving or tripling recipes make good mathematical exercises.

- Also, cross-cultural sharing can be extended once the kids have seen all the recipes. Are there any they have never seen before? Discuss the history of a particular ingredient or type of recipe. Are there recipes that seem to pop up cross-culturally? Discuss how such things can occur as a sharing exercise.

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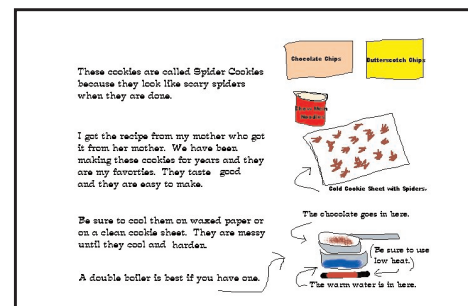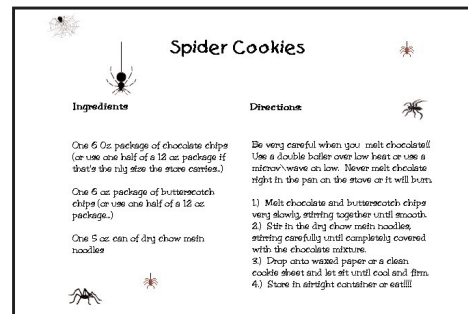
THREE BILLY GOATS GRUFF

General Description
This lesson is a good starting point for younger students to gain imaginative experience with **Kid Pix**, using it as a starting point for visual depictions of a scene in a story.

Grade Levels
Pre-K–Grade 1

Curricular Areas
Art, Language Arts

Objectives
- Students practice listening skills.
- Students practice reading skills.
- Students draw/illustrate an image from the story.

Time/Class Size
- One or two class periods
- Large class introduction, individual activity

Preparation
Locate a copy of the tale *Three Billy Goats Gruff* (for example, by Paul Galdone or Stephen Carpenter) to read aloud, preferably with good illustrations, or prepare one that can be used as an overhead or in large format for classroom viewing.

Procedure
1. Read *Three Billy Goats Gruff* aloud to class. Discuss the tale.
2. What are the most vivid images from the tale? Can the students create these in fingerpaints, spongepaints, collage, paper-tearing?
3. Create the scene with the third Billy Goat on the troll's bridge in Kid Pix. There is plenty of room for variation and starting over this way if you create a template first.
4. What happens in the scene? If students are able, use Small Kids Mode and have them stamp a name or description for the scene. Otherwise, a good opportunity for verbal sharing.

Closure
- What was easy to create in Kid Pix and what was difficult?
- What other stories can the young students draw a scene from? Other folk tales or fairy tales?
- Collect the printouts of the students' artwork and post on bulletin board or as a class book.

Measurement/Follow-up
Completeness of task and accuracy or imaginativeness of illustrations.

Extensions
- Other tales that the students bring from home or find at the library can be illustrated in Kid Pix.
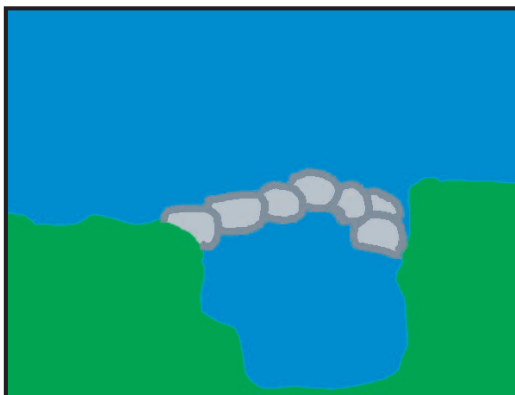
- More advanced students can add writing to describe each scene they illustrate, or can illustrate many scenes from one tale.

Volcano!

General Description
Students can study USGS and National Geographic images of erupting volcanoes. Then they will re-create the images as a "time-lapse photography" sequence in SlideShow.

Grade Levels
Grades 3–6

Curricular Areas
Science

Objectives
- Students animate an erupting volcano.
- Skill set practices checking the USGS and encyclopedias for factual information.
- Skills include geographic and geologic accuracy.

Preparation
- Check National Geographic, USGS (www.usgs.gov), the National Park Service (www.nps.gov), a student's site (http://volcano.und.nodak.edu/vwdocs/kids/kids.html) and encyclopedias for volcano information.
- How many ways can a volcano erupt? Think of Vesuvius, Mt. St. Helens, Krakatoa, Mauna Loa and Kilauea, Aetna, and Pinatubo. Ash, lava, steam and rock, etc.
- Discuss different types of volcanoes and their geologic importance. *A'a* and *pahoehoe* lava are two types (rough and tumble or spiny-looking flow, and slower, smoother flow) to discuss, as they contribute to the formation of the Hawaiian islands. Mt. St. Helens and Mt. Shasta are different types, with a more conical shape and ashy eruptions.
- What can happen when people live near a volcano? How long can it be between eruptions? What happened to the people in Pompeii or Herculaneum during one of the eruptions of Vesuvius? What about the people near Mt. St. Helens or Aetna?
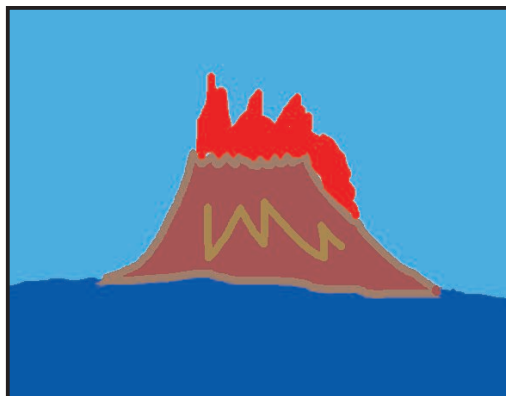
Procedure
1. After discussing volcanoes, have the students animate an exploding or erupting volcano by drawing six pictures in Kid Pix.
2. Students should draw one "plain" or quiet volcano in Kid Pix, and save this picture as their first frame for the animation. The rest of the drawings will take this one over and over, adding new or different details to show the eruption. They should save it first, and then continue, drawing and saving as they go, either using the same first drawing again, or adding to each subsequent drawing, depending on which sorts of details they want to add. They can add sounds to each drawing if they like, as they will choose "No Sound" for SlideShow transitions.
3. Six drawings should be sufficient to establish a good volcano.
4. Once all six drawings are made and saved, then the drawings need to be loaded into SlideShow. See User's Guide.
5. Set Transitions/advance time to 0 seconds, and choose No Sound.
6. Save the SlideShow and then play it. It will look like time-lapse photography. Make any changes by creating new drawings or editing and replacing old ones.

VOLCANO!

Closure

- How many different types of volcanoes did students choose? (You can always pass out slips of paper to students if you want to ensure specific types of volcanoes).
- Are the illustrations accurate according to the pictures and data in National Geographic, USGS, etc?
- What details should be added or omitted, if any?
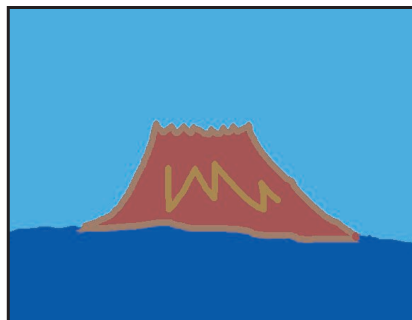
Measurement/Follow-up

- Completeness of task and accuracy of illustrations.
- Is the drawing more or less the way a volcano would really act during an eruption?
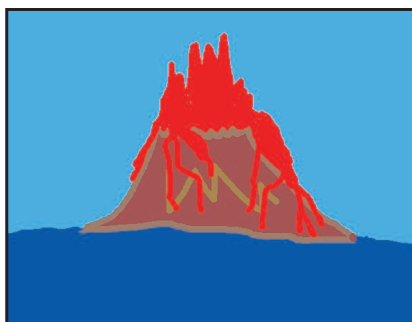
Extensions

- What other natural disasters or geologic formations can be animated?
- How does real time-lapse photography help us learn things?
- Tidal waves, hurricanes, tornadoes, earthquakes, meteor hits, or long-term glacial activity can also be shown this way.

STELLALUNA

General Description
Discuss with students how bats help us. Using *Stellaluna*, by Janell Cannon, and other bat information, read about bats and illustrate your own bat story.
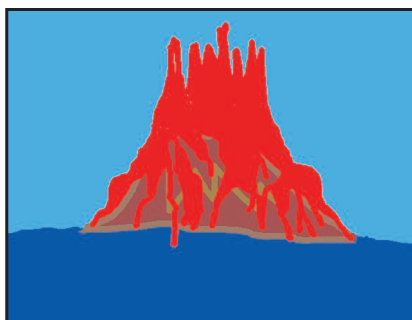
Grade Levels
Grades K–3

Curricular Areas
Language Arts, Art, Science, Reading, Writing

Objectives
- Students will learn to create and describe important scenes from a story.
- Students will learn why bats are important.

Time/Class Size
- Up to one week
- Individuals or very small group

Materials
- *Stellaluna*, by Janell Cannon
- *Bat Conservation International* www.batcon.org
- *Organization for Bat Conservation* www.batconservation.org
- *National Geographic* and other sources
- Drawing paper

Procedure
1. Read *Stellaluna*, discussing not only the illustrations, but also the scary or bewildering parts for Stellaluna.
2. Have students choose one event in the text that they want to illustrate.
3. They must select two sentences from the text that support or explain what is going on in the illustration.
4. They will illustrate the scene on paper first, to get ideas, then in Kid Pix. Then they will type in the sentences onto the Kid Pix illustration. They may add sound if they wish, or record an explanation of why the scene is important.
5. Give the illustration a title and type it in.
6. Put a name or names on the illustration as well.
7. Students can load them into SlideShow or print them out. Have students explain what's going on in the picture, how the sentences support the idea, and why it's an important scene in the book.

Measurement/Follow-up
- Understanding of the story
- Do the sentences chosen support the idea in the illustration
- Accuracy of bat details

Closure
- Discuss the varied scenes chosen by the students.
- Discuss the relevance of the story to the plight of bats right now. Perhaps students can put up a bat house. What other ways can they help preserve bats?

Extensions
- Create a SlideShow of bats. Discuss why they are misunderstood and why they are important.
- What should students do if they get separated from a parent or guardian? Perhaps a visit from police or school counselors can help the students remember safety tips.
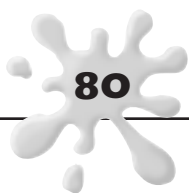
Stamp Index

The following pages contain the stamp trays you will find in Kid Pix Deluxe 4. You may peruse these sets first for ideas, then more easily locate the appropriate stamps in Kid Pix.

Adlib

Adventure

STAMP INDEX

Celebrations

City

Cutouts

Genies

STAMP INDEX

Home
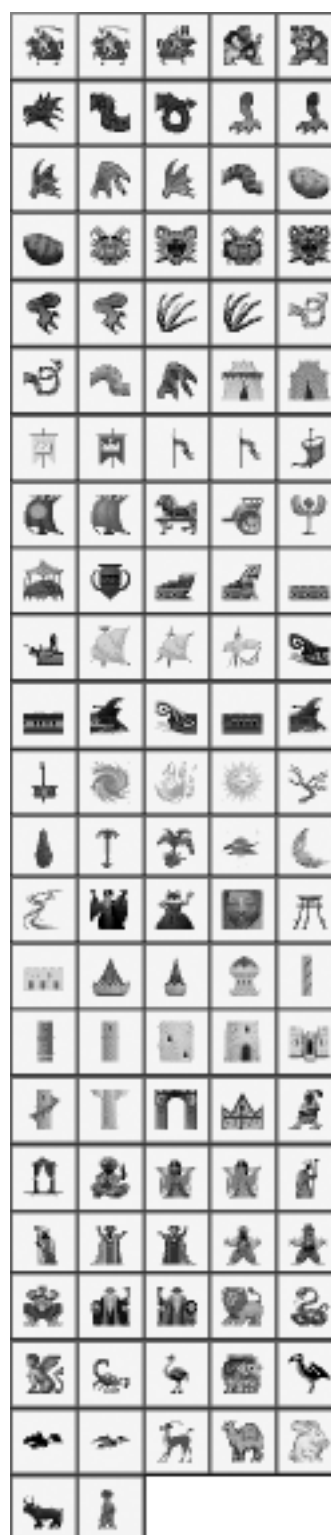
Jumble

STAMP INDEX

Nature

Pixies

Romantic

Sleuth

Space

Teeny

Thrills and Chills

Toonies 1

Toonies 2

Western

Stamp Index

Write Away

Writestuff

Books

Haag, Tim. *Internet for Kids*. Huntington Beach, CA: Teacher Created Materials, 1996.

> This book explains the Internet in a simple, easy-to-understand fashion. It provides explanations for: E-mail, mailing lists, newsgroups, Gopher, FTP, chat, Telnet, video, and the World Wide Web. It also includes a list of 75 Internet addresses for you to explore.

Hayes, Deborah Shepherd. *Managing Technology in the Classroom*. Huntington Beach, CA: Teacher Created Materials, 1995.

> This book describes various types of technology, both hardware and software, provides examples of where to place technology in your school, describes how to use technology in different teaching situations, and provides seven ready-to-go, technology-based curriculum units.

Kehoe, Brendan P. and Victoria Mixon. *Children and the Internet: A Zen Guide for Parents and Educators*. Upper Saddle River, NJ: Prentice Hall Computer Books, 1997.

> Discusses the issues of integrating the Internet into the classroom, Internet safety, resources, case studies of schools where the Internet is used in classrooms. Includes a glossary, information about Acceptable Use Policies, grant-writing, and a demo CD-ROM of a filtering software program.

Lifter, Marsha. *Kid Pix for Terrified Teachers: Grades 3–5*. Huntington Beach, CA: Teacher Created Materials, 1997.

> This book includes 37 projects, ready for students to use with *Kid Pix* products.

Lifter, Marsha and Marian E. Adams. *Integrating Technology into the Curriculum: Primary*. Huntington Beach, CA: Teacher Created Materials, 1997.

> This book describes various hardware devices and how to use them in various classroom setups, using the Internet with primary students, choosing software, finding money for technology, and provides 12 integrated lesson plans.

Steinhauser, Peggy L. *Mousetracks: A Kid's Computer Idea Book*. Berkeley, CA: Tricycle Press, 1997.

> This book is written for children ages 4–8. Organized by themes such as dinosaurs, space and sports, it provides over 70 step-by-step activities for any graphics or word processing software. The instructional steps for completing projects are illustrated, so non-readers can use it too.

Thorson, Barb. *Integrating Technology into the Curriculum: Challenging*. Huntington Beach, CA: Teacher Created Materials, 1998.

> This book describes various hardware devices, scheduling, planning and managing computers in the lab and the classroom, using portfolio assessment, integrating the Internet into the curriculum, and provides more than 30 integrated lesson plans.

Books Referenced in Lesson Plans

Barrett, Judi. *Cloudy with a Chance of Meatballs.* New York: Aladdin Paperbacks, 1982.

Carte, Eric. *The Very Hungry Caterpillar.* New York: Putnam Publishing Group, 1984.

Johnson, Crockett. *Harold and the Purple Crayon.* New York: Scholastic Paperbacks, 1993.

Piper, Watty. *The Little Engine that Could.* New York: Price Stern Sloan Pub., 1990.

Ross, Tony. *Stone Soup.* New York: Dial Books for Young Readers, 1992.

Shaw, Charles. *It Looked Like Spilt Milk.* New York: HarperCollins, 1993.

Lopshire, Robert. *Put Me in the Zoo.* New York: Beginner Books, 1960.

Kendall, Carol. *The Gammage Cup.* San Diego: Harcourt Brace Jovanovich, 1959.

Cannon, Janell. *Stellaluna.* San Diego: Harcourt Brace Jovanovich, 1993.

Three Billy Goats Gruff. _____.

Forbes, Esther. *Johnny Tremain. New York: Dell, 1943.*

Poe, Edgar Allen. *The Raven and Other Poems.* New York, Berkeley/ First Pub., 1990.

Web Sites

Following are some Internet sites that contain graphics and information that may be useful for you or for your students. It is important to keep in mind that the Internet is a dynamic entity, constantly changing. It is always wise to check a Web site first before recommending it to your colleagues or students, to make sure it still exists or hasn't moved to a new address. Also, for the safety of your students, verify your Web sites and teach your children never to give out any personal information about themselves.

General Resources

Classroom Connect

This organization is dedicated to helping educators incorporate the Internet into their curricular projects. They have publications, workshops, and conferences for educators who are new to using the Internet learn how to use it effectively within an educational setting. Their newsletter contains lesson ideas and publishes requests from teachers who are eager to link their classes to other classes. Classroom Connect also publishes a poster with suggestions for citing references and graphics taken from the Internet.

> http://www.classroom.com

Global Schoolnet Foundation

This non-profit organization is dedicated to providing links to teachers on the Web that will be useful, easy to use, and full of rich ideas on how to incorporate the use of the Net into the NASA Quest Project. This site offers online interactive projects that link your students to scientists, mentors, and students around the world. Projects such as the Jason Project, Shuttle Team Online, and Women of NASA give students a whole new way to become involved with science.

> http://quest.arc.nasa.gov/

Yahooligans

This branch of Yahoo! is a great site dedicated to children's needs. This can be a great site from which to begin a directed search with your students.

> http://www.yahooligans.com

American Memory Library of Congress

This site gives you and your students many opportunities for importing or saving photos to be used in class projects. Click on Prints and Photographs Division. Then click on the topic you or your student is working on. Some topics are "Jackie Robinson and Other Baseball Highlights," "The Evolution of the Conservation Movement," "Portraits of the Presidents and First Ladies," and "Votes for Women Suffrage Pictures."

> http://memory.loc.gov/ammem/collections/finder.html

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Social Studies

Guardian's Egypt

This site is a complete guide to links on ancient and modern Egypt. It has information about Egyptian art and music; it even gives language lessons in Arabic!

   http://guardians.net/egypt

The Cleveland Museum of Art—Pharaohs

At this site students can see Egyptian kings, queens, mummies and pharaohs along with their treasures. There are fun facts on pharaohs and even a pattern for a paper model of a pharaoh's death mask.

   http://www.clevelandart.org/archive/pharaoh/index.html

The Official Egypt Tourism Site

This site has many factual sections.

   http://www.touregypt.net

The White House for Kids

Younger students can learn interesting facts about the White House, and even write a letter to the President.

   http://www.whitehouse.gov/kids/

The White House

Older students can learn interesting facts about the White House.

   http://www.whitehouse.gov

Alcatraz Island

Students learn interesting facts about San Francisco's famous federal prison.

   http://www.nps.gov/alcatraz

Heraldry

Some sites are very informative while others are very entertaining.

   http://www.heraldica.org/
   http://www.college-of-arms.gov.uk
   http://digiserve.com/heraldry/
   (The American College of Heraldry provides material as well.)

Science

CMEX

This is the Center for Mars Exploration. The site is continually being updated to keep abreast of all the exciting information that is being discovered about the planet Mars. It includes historical references to Mars, previous Mars mission information, tools to analyze Mars, and much more!

> **http://cmex-www.arc.nasa.gov/**

Volcano World

This terrific site is exploding with information and activities centered around the world's volcanoes.

> **http://volcano.und.nodak.edu/**

How the Weatherworks

Includes weather FAQs and school-to-school weather projects, such as National Sky Awareness Week: Learn to read the sky, understand weather process, make sky windows, share weather data.

> **http://www.weatherworks.com**

Dan's Wild Weather page

An interactive weather page for kids by Meteorologist Dan Satterfield.

> **http://www.wildweather.com**

NASA Sources

This sites is extremely informative and offers information, imagery, and activities.

> **http://www.nasa.gov/multimedia/highlights/index.html**

Astrophotography Sites (in addition to NASA)

These sites offer myriad views of astrophotography. Check each site for copyright information.

> **http://www.nasa.gov**
> **http://www.astroimages.com**
> **http://antwrp.gsfc.nasa.gov/apod/lib/aptree.html**
> **http://www.seds.org/messier**
> **http://www.seti-inst.edu**
> **http://www.meade.com**

Math

The Math Forum

The Math Forum has many valuable resources. One section, "Ask Dr. Math," features word problems submitted by kids, with explanations from Dr. Math.

http://mathforum.org/

Language Arts

The Children's Literature Web Guide

This site includes reviews, best books lists, Newberry, Caldecott and many other awards lists.

http://www.ucalgary.ca/~dkbrown

The Library in the Sky

This site contains links to hundreds of literature titles available online.

http://www.nwrel.org/sky/

The official Eric Carle Web Site

This site provides information on Eric Carle, a list of his publications, upcoming publications and events, a bulletin board for parents and teachers to post their ideas for using Eric Carle's books in a creative ways, a FAQ section and a store.

http://www.eric-carle.com

Edgar Allen Poe Society of Baltimore

This site is a terrific resource on Edgar Allen Poe's life and works.

http://www.eapoe.org

MLA Site

Use this site to help with proper reference and citations regarding website research.

http://www.mla.org/style/sources.htm

Riverdeep